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ABSTRACT

This handbook, one of the Massachusetts Dissemination Project's "Resources for Schools" series, is a sampling of exemplary guidance and counseling programs in Massachusetts schools. It is designed as a practical tool for guidance personnel, teachers, administrators, and other school personnel concerned about strengthening pupil personnel services. The handbook is organized according to five functions of guidance and counseling services: Personal Counseling; Educational and Career Counseling; Consultation; Appraisal; and Referral, and by grade level. Each program is presented in terms of its title, location, contact persons, objectives, description, suggestions for implementation, materials and equipment, and cost. The appendix contains summary charts listing all programs according to function, and includes a capsule description. Although geographically specific, this document is a useful resource for school personnel responsible for program development in guidance and counseling services. (Author/HLM)

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RESOURCES FOR SCHOOLS

11. NEW DIRECTIONS IN GUIDANCE AND COUNSELING SERVICES IN MASSACHUSETTS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist regional education centers and the Department to increase and improve information and dissemination services to educators, parents, and students in the state;
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping make these connections. *Please contact a member of the project staff for more information about the series, the project, or the regional center nearest you.*

Resources for Schools presently available:

1. A Catalog of Publications from the Massachusetts Department of Education (being revised)
2. Video Tapes for Teaching (being revised)
3. A Guide to Dissemination Agencies (being reprinted)
4. Community Involvement in Your School: A Guide to People, Programs and Publications
5. The Student's Guide to Special Education (being reprinted)
6. Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools
7. Competency Programs for Basic Skills Improvement: A Resource Guide
8. A Review of Massachusetts Statewide Assessment Findings: A Curriculum Interpretation of the Major Findings of the Massachusetts Statewide Assessment Program
9. Resources for Training Educators of Children with Special Needs
10. A Resource Guide for the Education of Gifted and Talented Students

Resources for Schools topics to look for in the future:

- Student Rights and Responsibilities
- Related Educational Agencies
- Options in Environmental Education
- Community Education

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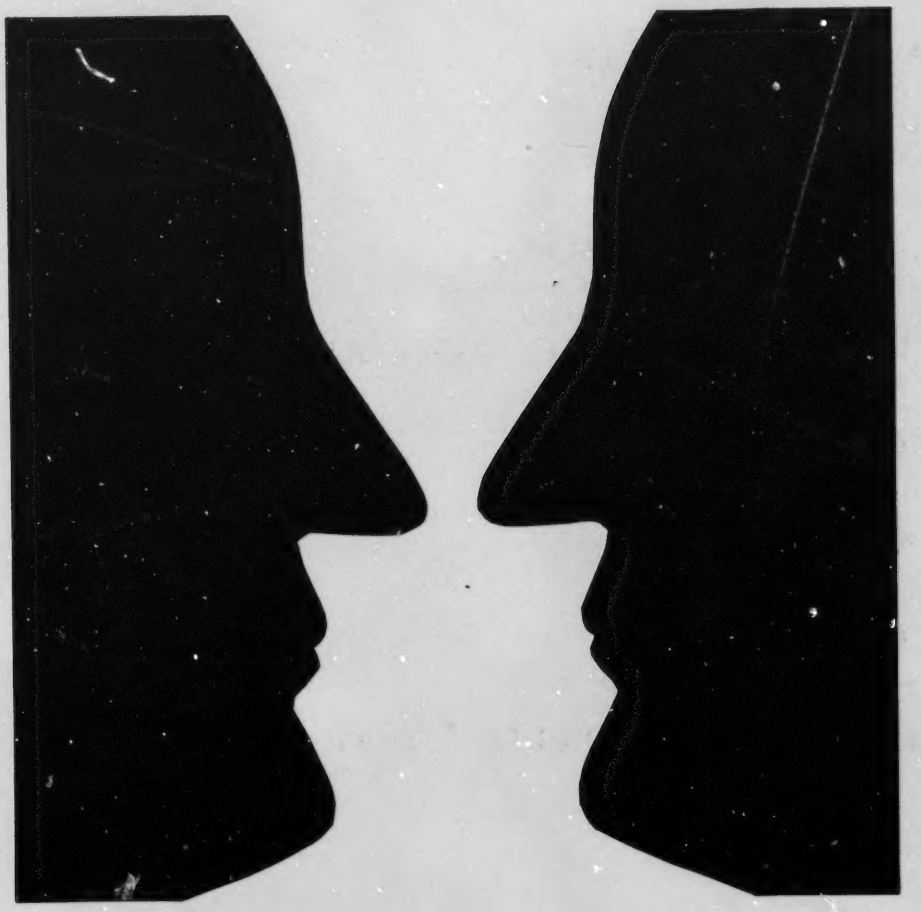

INTRODUCTION

In June 1978, the Massachusetts Board of Education adopted a position paper on guidance and counseling services in the state. The Board emphasized that guidance and counseling must be given higher priority in Massachusetts schools if students are to fulfill their individual educational potential. The paper categorized guidance and counseling services into five functions: personal counseling, career and educational counseling, appraisal, referral, and consultation. It stressed that services should begin at the elementary level and continue through to high school. Guidance and counseling services should:

- help students increase their abilitiy to make personal, social, career, and educational decisions;
- help parents acquire skills necessary to help their children make educational and career decisions;
- help students and parents broaden their perceptions of students' career and educational choices;
- help students better understand themselves and their relationships to others;
- help students, parents, and school personnel deal with problems within the school environment which may impair student functioning in school.

Furthermore, the Board stated that guidance and counseling services should take the lead in eliminating sex role stereotyping and racial or ethnic bias. Equally important, services should involve parents, all members of the school community, and community resources.

This handbook, one of the Massachusetts Dissemination Project's Resources for Schools series, is a sampling of those guidance and counseling programs currently operating in Massachusetts schools which clearly exemplify the concepts and principles of the position paper. It is designed as a practical tool for guidance personnel, teachers, administrators, and other school personnel who are concerned about strengthening guidance and counseling services in their school. The handbook is not intended to prescribe programs, but to provide school personnel with a variety of suggestions and ideas for program development. It is not intended to be a status report on guidance and counseling programs and services in the state, but is one way of sharing program information across school district lines and across the state. Individuals or groups may want to use these programs in their present form, or may wish to adapt them to their own style or circumstance.

As a companion piece to the Board's position paper, the handbook is organized according to the five functions of guidance and counseling services, and by grade level. The appendix includes summary charts listing all the programs in the handbook according to function with a capsule description. Wherever appropriate, programs are listed under more than one function.

Programs included were submitted by individuals from school districts throughout the Commonwealth. Requests for information about programs that reflected the five functions of guidance and counseling services were sent to members of the ad hoc committee that developed the position paper, the Massachusetts School Counselors Association, the regional education councils throughout the state, and individual school districts.

Programs included in the handbook did not undergo formal evaluation or validation but were selected because they provide examples of practices that promote implementation of the position paper. Considerable efforts were made to ensure that programs did in fact reflect the goals, objectives, functions, and qualities highlighted in the position paper. This was done through follow-up phone calls, on-site visits, a selection process and finally, a review by an ad hoc committee composed of guidance counselors, teachers, principals, superintendents, and members of the Department of Education's regional education councils.

Several programs included in the handbook do not directly involve the school counselor and are not offered through the guidance department. These programs are included because they illustrate how counseling can be a shared responsibility of the school community. However, the Board states in the position paper that while counseling services should be shared, they should be coordinated by the counseling staff under the direction of the school administration. Therefore, when adopting counseling programs which occur in the classroom, or programs which are conducted by school personnel other than school counselors, schools are urged to do so under the guidance of, and in cooperation with, the school guidance and counseling department.

We recognize the fact that many outstanding and innovative programs which exist in the schools are not included in this resource guide. Therefore, in an effort to keep this handbook up to date, and to include programs overlooked in the initial search for promising practices in guidance and counseling, an addendum to this handbook will be developed.*

We gratefully acknowledge the assistance of the many school districts, cities, towns, and professional associations that contributed in any way to make this handbook possible. Also, we wish to thank Rona Shuman Kiley for her diligence in the promotion of the position paper and for her initial efforts in collecting programs throughout the Commonwealth.

The Bureau of Student Services was designated by the Board of Education to be the center for leadership of guidance and counseling services in the Department of Education. Additional thanks are extended to Joan Schuman, Director of the Bureau of Student Services; Maxine Minkoff, Coordinator of Guidance and Counseling, under whose auspices this handbook was developed; Cecilia M. DiBella, Director, and Elizabeth J. Maillett, Publication Coordinator, of the Massachusetts Dissemination Project through whom this handbook was edited, published, and distributed; and Ruth Santer and Janis DiStefano who provided technical assistance in design and clerical service.

Iris Crawford Danforth
Susan Freedman
Kathleen Peters

Spring 1979

* School personnel and other interested parties are encouraged to send information about such programs to Maxine Minkoff, Department of Education, Bureau of Student Services, 31 St. James Avenue, Boston, Massachusetts, 02116.

PERSONAL COUNSELING

Through personal counseling, students should be helped to work out both personal and social problems affecting their educational opportunities. Personal counseling should be offered to students in two ways: a formal system and a spontaneous informal manner. To be effective the counselor must establish relationships built on trust and understanding with students as individuals in order to help them develop a positive self-image and decision-making skills.

Personal counseling should promote positive relationships between students, parents, and teachers to resolve problems which can affect learning. The counselor should give full consideration and fair treatment to all parties -- the student, the parents, and the teacher to resolve such problems.

Personal counseling is often used in response to deteriorating personal problems or classroom difficulties. Thus, it is often viewed as crisis-oriented and reactive in nature. However, personal counseling should also be preventive. Counselors can assist teachers and administrators to recognize certain behavioral signs so that assistance can be given to students before problems emerge.

Personal counseling should also help students anticipate and address the stresses of adolescence through programs such as the prevention and treatment of alcohol and drug abuse. Dropout prevention programs are another example of the personal counseling function. Finally, confidentiality between student and counselor must be respected and protected in order for personal counseling to be truly responsive to student's needs.

Several types of personal counseling programs are now operating in Massachusetts schools. Programs included in this handbook address the needs of elementary school children in adjusting to new situations. Wildwood School, Amherst, focuses on adjustment to a new school, while McCarthy-Towne School, Acton, concentrates on changing family situations such as parental separation. Harrington School, Cambridge, addresses the special adjustment needs of the bilingual students. Another type of personal counseling is offered in Newton Elementary Schools in a course that helps sixth graders anticipate and deal with adolescence. A unique Outward Board program at Bowman School, Lexington, helps students work together more effectively in an outdoor environment.

High school personal counseling programs concentrate on the myriad of social and mental health problems and pressures facing contemporary youth. One such program is the Contemporary Life Awareness Series at Nashoba Regional High School, Bolton. In addition, the CASPAR Alcohol Education Program, Somerville, utilizes a variety of intervention strategies with students, teachers, and community residents to reduce alcohol-related problems for students at all grade levels.

Personal Counseling: Elementary through High School

TITLE: CASPAR Alcohol Education Program
LOCATION: Somerville, Massachusetts 02143
CONTACT PERSON: Dixie Mills, (617) 623-2080

OBJECTIVES:

1. To prevent and reduce alcohol-related problems in young people by encouraging responsible decision-making.

2. To train teachers to develop and implement an effective alcohol curriculum in grades three through twelve.

3. To train high school students as peer leaders in alcohol education.

4. To increase community awareness of alcohol issues.

5. To consult with individuals and agencies on alcohol prevention, intervention, resources, and referral techniques.

DESCRIPTION:

The CASPAR Alcohol Education Program is a community-based project which addresses issues related to youth and alcohol. Its primary concern is raising the consciousness of the general public about alcohol-related issues. Under the direction of a steering committee comprised of parents, school personnel, youth, human service agency staff, and representatives from the police, Alcoholics Anonymous, and Al-Anon, numerous school and community activities have been undertaken. These include plays, cable television shows, and programs on alcohol and drug abuse.

A major focus of CASPAR is training public school personnel to teach students a responsible decision-making approach to the use of alcohol. The CASPAR staff has thus far trained over one hundred Somerville teachers, librarians, school nurses, and counselors in techniques for providing alcohol education to students. Several of these teachers, with the assistance of the CASPAR staff, have developed an alcohol education curriculum with sequential modules for grades three through twelve.

High school students are also involved in CASPAR through a peer leader program. Trained as educators, peer leaders provide alcohol education activities to a wide variety of groups. For example, they offer puppet skits to children in classrooms and summer day camps, assist teachers in developing alcohol education units, provide alcohol information and resources to peers, and represent the concerns of youth to adults such as parents, police, and health professionals. They also run group sessions for their peers to discuss problems relating to alcohol use and abuse, and sessions for younger children who have alcoholism in their families.

SUGGESTIONS FOR IMPLEMENTATION:

1. Gain support from the community, school committee, school administration and staff to initiate an alcohol education program.

2. Organize a broad-based steering committee consisting of community members and school personnel.

3. Contact a community agency working in the area of alcohol education and together, develop an in-school alcohol education program.

4. Select a program coordinator from either the agency or school personnel.

5. Provide inservice training time for teachers.

6. Train teachers on alcohol education and with them, develop a curriculum or research and review existing curriculum.

7. Identify high school students for a peer component.

8. Train high school students.

MATERIALS AND EQUIPMENT:

Curriculum
"Decisions About Drinking" teachers' guides, resource materials, and lesson plans, grades three through twelve

"Mike and Tom" comic book by Charles Deutsch

Sound and slide presentation
"CASPAR: The Somerville Experience"

Resource material
"Alcohol Education in the Classroom Evaluation Report"

All materials are available through CASPAR, 226 Highland Avenue, Somerville, Massachusetts 02143

Slide projector and screen

Tape recorder

COST:

Curriculum and Teachers Guide	
Grades three through twelve	$40.00
Grades three through six	18.95
Grades seven through nine	18.95
Grades ten through twelve	18.95
Comic book (per copy)	.65
Evaluation Report	
Full Report	27.50
Summary	4.00
Sound and Slide Presentation	115.00
Rental	25.00

Personal Counseling: Elementary

TITLE: Bilingual Course
LOCATION: Harrington Elementary School, Cambridge, Massachusetts 02141
CONTACT PERSON: Helen Goldstein, (617) 492-8000 X 289

OBJECTIVES:

1. To help newly immigrated Portuguese students adjust to a new country, culture, and school.

2. To increase students' skills in areas of listening, problem solving, and group discussion.

3. To assist teachers in increasing their effectiveness in working with bilingual students.

DESCRIPTION:

Through a combination of weekly classroom meetings and indivudual conferences, the guidance counselor helps 185 youngsters, grades kindergarten through eight, who have recently immigrated from Portugal to cope with the problems commonly experienced by students in a new culture. Classroom meetings focus on comparing and contrasting the Portuguese and American cultures, adjusting to a new home and environment, coping with the problems of learning a new language, making new friends, and understanding different physical and emotional stages of development.

These sessions are based on Glasser's Reality Therapy which encourages students to accept responsibility for their actions, rather than dwell on past failures, and to anticipate and plan the future based on the realities of the past and present. The counselor communicates with the students in Portuguese if they have not yet mastered English.

The counselor also offers workshops for teachers to help them increase their classroom effectiveness with respect to bilingual students and provides support to parents to help them get acclimated to the United States.

SUGGESTIONS FOR IMPLEMENTATION:

1. Obtain a developmental history from the parents of each participating student.

2. Conduct a classroom meeting in the bilingual classes once a week for a semester.

3. Train teachers how to apply Glasser's Reality Therapy to the classroom.

4. Keep parents informed about their child's adjustment in school.

5. Provide continuous feedback and support to both students and their teachers.

MATERIALS AND EQUIPMENT:

Texts

Glasser, William. Schools Without Failure New York, New York: Harper and Rowe, 1969.

Simon, Sidney. Meeting Yourself Halfway Niles, Ill.: Argus Communications, 1974.

Simon, Sidney; Howe, Leland; and Kirschenbaum, Howard. Values Clarification. New York, New York: Hart Pub. Co. 1972.

Filmstrips

Career education and moral education filmstrips.
Available through Guidance Associates, 755 Third Avenue, New York, New York 10017.

Involvement Kits

Self development and career resource kits.
Available through Science Research Associates, 155 N. Wacker Dr., Chicago, Ill. 60606.

Film projector and screen

COST:

Texts	$ 20
Filmstrips	200
Involvement Kits	150

Personal Counseling: Elementary

TITLE: Group Counseling for Children from Split Families
LOCATION: McCarthy-Towne School, Acton, Massachusetts, 01720
CONTACT PERSON: Karen Walker, (617) 263-4982

OBJECTIVE:

1. To provide support for children whose parents are separating by helping the children to:

   (a) begin to identify and express feelings regarding separation and divorce,

   (b) begin to accept their feelings about separation and divorce,

   (c) understand and cope with the expectations of other family members.

DESCRIPTION:

The guidance counselor from McCarthy-Towne School leads group counseling sessions for fourth, fifth, and sixth grade children from split families. These sessions meet for a twelve week period. The themes to be discussed at each session are generated by the students. Role playing, psycho-drama, and drawing activities are used to elicit the material for discussion. Some of the topics covered during the group experiences include: feeling responsible for causing the parental separation, fear of losing one parent or both, coping with increased emotional responsibility for one or both parents, and establishing a relationship with a step-parent. The counselor follows up these sessions by consulting with parents and by providing individual counseling or another group experience to children who are still unable to deal with separation and divorce issues. Referrals to community agencies are made for families who desire long-term or intensive counseling.

SUGGESTIONS FOR IMPLEMENTATION:

1. Distribute a memorandum to teachers about the group.

2. Inform parents about the group through articles in the parents' newsletter.

3. Obtain teacher and parent referrals for group membership.

4. Design get acquainted, fantasy, and role play activities around individual student concerns.

5. Maintain continuous contact with parents.

6. Confer with parents at the conclusion of the group sessions.

7. If necessary, continue meeting with the parents, or if they desire, refer them to an outside agency.

8. Provide individual counseling or another group experience for children, where necessary.

MATERIALS AND EQUIPMENT:

Paper

Hand-made animal family puppets

Crayons

Paint

COST:

None

Personal Counseling: Elementary

TITLE: Growing and Changing
LOCATION: Newton Elementary Schools, Newton, Massachusetts 02160
CONTACT PERSON: Gloria Wittes, (617) 552-7667

OBJECTIVES:

1. To help sixth graders anticipate the tasks and challenges of adolescence and junior high school.

2. To help students expand their self-awareness.

DESCRIPTION:

Growing and Changing is a curriculum designed to help sixth grade students dispel myths about the junior high experience, prepare for new situations, and reduce the anxiety they may experience as they approach seventh grade. The curriculum is organized into four units which can be integrated into a teacher's on-going subject matter. The first unit addresses such issues as making and keeping friends, peer pressures, stereotypes, prejudices, and clique formations. The second unit focuses on the self and considers students' uniquenesses, similarities, and values. The effect of a student's sex on his or her self-concept is also examined. The third unit explores human sexuality and human reproduction starting from cell structure and anatomy to sexual reproduction. The final unit explores the various separations an individual makes over a lifetime with particular emphasis on the approaching separation from elementary school.

Discussions, live interviews, films, role-plays, games, and simulations are used to implement the curriculum. Teachers are assisted by parent volunteers and graduate school interns. Thus far, thirty sixth grade teachers have been trained in the use of the curriculum material. Since the units introduce concepts and corresponding teaching techniques which can be presented in any order, some teachers use only one or two of the units and others use the concepts drawn from the entire curriculum.

SUGGESTIONS FOR IMPLEMENTATION:

1. Train teachers how to use the "Growing and Changing" curriculum.

2. Help teachers determine whether to use the curriculum as a discrete unit or to integrate it into other subjects.

3. Encourage teachers to locate additional materials that will elaborate upon and enrich the curriculum.

4. Ask teachers to test out the materials prior to use.

5. Provide an opportunity for parents to preview all materials before they are used.

6. Provide an opportunity for students to give teachers written and verbal feedback at regular intervals to help teachers evaluate the effectiveness of the material.

7. With the assistance of teachers conduct small group discussions to help students process the information they have learned.

8. Arrange an evening meeting for parents and their youngsters to meet with teachers to discuss the learning experience.

MATERIALS AND EQUIPMENT:

Curriculum
"Growing and Changing" worksheets
Available through the Bureau of Student Services, 31 St. James Avenue, Boston, Massachusetts, 02116.

Films
Hopscotch
Then One Year
Both available through Churchill Films, 662 North Robertson Boulevard, Los Angeles, California, 90069

Claude
Available through Pyramid Films, P.O. Box 1048, Santa Monica, California, 90406

Film projector and screen.

COST:

Film rental $25 per film

Personal Counseling: Elementary

TITLE: Helping the New Child in School
LOCATION: Wildwood Elementary School, Amherst, Massachusetts, 01002
CONTACT PERSON: Philip Clarkson, (413) 549-6300

OBJECTIVES:

1. To help a child adjust to a new school.

2. To provide ongoing support for the student in the new environment.

DESCRIPTION:

Helping the New Child in School is a program for elementary students entering Wildwood after the school year has begun. When a student is initially enrolled in the school the counselor has a personal interview with him or her and the parents. The interview is designed to elicit expressions reflecting the student's feelings about his or her new situation and to obtain some information about his or her previous experiences, interests, and self-image. The counselor next introduces the student to other students and teachers and invites the parents to Wildwood's monthly parent-administrator coffees. The classroom teacher appoints a "buddy" to help the new child become familiar with the school, the staff members, and their respective functions. The "buddy" is selected on the basis of the new student's interests and neighborhood. Frequently the "buddy" is also fairly new to the school. This "buddy" relationship continues for a three day period on a formal basis, and often is maintained. These early contacts with parents and their children are also designed to help parents ask questions about the school and to help school personnel be more cognizant of individual concerns.

This program provides the counselor with the opportunity to help parents, teachers, and administrators deal more effectively with new students. Helping The New Child in School serves approximately thirty students and their parents each year and has been in operation for five years.

SUGGESTIONS FOR IMPLEMENTATION:

1. Initial enrollment information about the new student should be obtained from the school secretary.

2. Interview the parent(s) and student and complete an interview form.

3. Confer with the classroom teacher(s) after the teacher reviews the interview form.

4. Introduce the student to his or her teachers and to a few of his or her classmates.

5. Initiate opportunities to talk with the student about his or her new school and his or her adjustment to it.

6. Maintain contact with the student's parents and encourage them to come to school to meet and talk with the school principal and teachers.

MATERIALS AND EQUIPMENT:

None

COST:

None

Personal Counseling: Elementary

TITLE: Human Development Program*
LOCATION: Estabrook School, Lexington, Massachusetts, 02173
CONTACT PERSON: Marie Harleston, (617) 862-7500

OBJECTIVES:

1. To increase students' feelings of self-esteem.

2. To increase students' abilities to recognize and communicate feelings.

3. To provide a collaborative relationship between school staff and parents.

DESCRIPTION:

The Estabrook School provides students with an opportunity to become more aware of their growth, social behavior, and feelings. Six students are identified to participate in small group sessions held once a week for a period of six weeks. Sessions last for thirty to forty minutes and are led by the school counselor. Issues discussed by the group include getting along with others, respecting the property of others, scapegoating,and establishing self-control.

Students are selected for participation by the school counselor after consultation with classroom teachers and with the parents of referred students. Four students who are experiencing similar school adjustment problems, such as disruptive classroom behavior or difficulty relating to peers, are included in the group. Two other students who appear to be progressing in school without difficulty are also included.

Counselors and teachers consult weekly about each student's progress both within the group and within the classroom. The counselor also keeps in close contact with each student's parents. The parent, teacher, and counselor jointly decide how long to continue the group experience for the student and when to terminate it.

SUGGESTIONS FOR IMPLEMENTATION:

1. Establish strong lines of communication with the school staff by clearly explaining the purpose of the group and the types of students who might benefit from participation.

2. Discuss the group with parents of referred students and obtain permission for children to participate.

3. Establish groups of six students, four of whom have related problems, and two of whom are progressing well in school. Group members should be similar in age.

4. Ensure that each student in the group has the opportunity to have the complete attention of others in the group session. (Use a device such as the "magic egg.")

5. Confer with the child's teacher(s) on a weekly basis to discuss the impact of the group on classroom behavior.

6. Maintain contact with each child's parents to assess the impact of the group on behavior at home and to keep parents informed.

MATERIALS AND EQUIPMENT:

"Magic Egg" for use with kindergarten through fourth graders

COST:

None

*Note: The Self Image Program at the Dutile School, Billerica, Massachusetts is similar to this program. A unique feature of the Dutile School program is the participation of fifth grade students who at one time had difficulties similar to those being faced by current group members. The fifth graders share their experiences with their peers and provide role models for group members. For more information, contact Vincent Pagliaralo, (617) 663-2131.

Personal Counseling: Elementary

TITLE: Outward Bound Program
LOCATION: Bowman School, Lexington, Massachusetts, 02173
CONTACT PERSON: Prudence Gay, (617) 862-7500

OBJECTIVES:

1. To help students learn how to help one another within a group.

2. To improve students' abilities to work cooperatively.

3. To help students increase their self-confidence through group achievement.

4. To help students recognize the value of human interaction in problem solving.

5. To help students develop increased levels of agility and physical coordination.

DESCRIPTION:

This is an outdoor program modeled after Outward Bound and Project Adventure. The program includes several activities which make use of physical structures built by Lexington High School students evaluated under Chapter 766.

One class participates in the program at a time. The class is divided into small groups and each group is given a particular task to complete. Activities focus on group cooperation where the stronger group members help the weaker and the weaker help the weakest until the group accomplishes its goal. In one activity, the group must hoist a tire over an eight and one half foot pole. In another, each group member must jump from blocks of wood to progressively taller blocks of wood and then swing, gymnast style, over a bar. Often, students who have difficulty achieving in academic areas excel in this program.

All activities are supervised by students or adults, who watch to ensure that students do not get hurt. Paraprofessionals, parent volunteers, and other school staff members also participate in group activities and meet with the small groups to discuss the group experience.

Through the program, principals, counselors, parents, paraprofessionals, and students have the opportunity to work together on a collaborative basis. Thus far each fifth and sixth grade class in the school has participated in the program for an eight week period. Activities can be modified, or new ones developed, to expand the program to operate for longer periods of time.

SUGGESTIONS FOR IMPLEMENTATION:

1. Visit Bowman Elementary School to view structures.
2. Become familiar with, and if possible attend, either an Outward Bound course or Project Adventure workshop.
3. Locate open space which can be used to build physical structures.
4. Obtain approval to use the land.
5. Obtain needed materials and build structures.
6. Use the structures with one class at a time.
7. Divide each class into small groups with a proportionate number of boys and girls.
8. Introduce each small group to one of the structures.
9. Teach the group members how to use the structure and how to supervise one another.
10. Discuss the experience with the group after they finish the activity.
11. Have the group move on to another structure and repeat the process.

MATERIALS AND EQUIPMENT:

Lumber

Telephone poles

Cables

Tires

COST:

Materials $700

Personal Counseling: High School

TITLE: Contemporary Life Awareness Series
LOCATION: Nashoba Regional High School, Bolton, Massachusetts, 01740
CONTACT PERSON: Steven O'Leary, (617) 779-2257

OBJECTIVES:

1. To provide a forum for students to learn about a variety of social and mental health problems.
2. To inform students of referral services in their area.
3. To provide students with a "door opener" for personal counseling.

DESCRIPTION:

The Contemporary Life Awareness Series evolved last year from the guidance department's concern over students' lack of awareness about social and mental health problems.

The series is planned by an advisory group composed of counselors, students, parents, teachers, and administrators. This group determines topics of interest, and locates experts on these topics who can make presentations to assemblies held for all interested students. Topics addressed last year included coping with depression, teenage sexuality, child abuse, and drug and alcohol abuse.

Each month a program on one area of interest is presented. The usual format includes a film on the subject, a speaker representing a local social service agency, and a question and answer period. After each program, follow-up discussion groups are held in the guidance office during the rest of the day for all interested students. Led by the guidance counselors, these groups are "door openers" for students to begin to discuss issues which they may not have felt comfortable discussing before. During the sessions, students can also obtain more information on referral sources which they may need immediately or in the future.

SUGGESTIONS FOR IMPLEMENTATION:

1. Meet with students to determine student interest in the program.
2. Form an advisory group of students, teachers, administrators, counselors, and parents to

select topics, locate resources, and organize assemblies.

3. Publicize the nature of each assembly to students.

4. Schedule time and staff for follow-up discussion groups in the guidance office.

5. Provide interested students with referral information and establish a follow-up procedure as a check on the effectiveness of the referral.

6. Evaluate the effectiveness of each program through the use of written evaluations by students.

MATERIALS AND EQUIPMENT:

Filmstrips
"Human Growth -- Part Three"
"Young, Single, and Pregnant"
"Alcohol: What's In It For Me?"
All available through Perrenial Education Films, P.O. Box 236, Northfield, Illinois 60093

Microphone

Film projector and screen

COST:

Film rental $75 ($25 per film)

EDUCATIONAL AND CAREER COUNSELING

Educational and career counseling helps students identify their skills, competencies, values, and preferences, and expand their self-confidence. Counselors help students use this information to identify and select future career possibilities.

Educational counseling and career counseling go hand in hand. Career counseling should assist both college and non-college bound students as they consider educational alternatives or formulate and pursue career goals. Students planning to move immediately into the job market upon completing high school should be given as much counseling attention for their initial job placement as college-bound students are given in selecting a college.

Educational and career counseling should begin in the elementary school. Classroom teachers should give all students an understanding of the nature of work and a basic awareness of career and life opportunities. Parents should be informed and involved throughout this process. Furthermore, parents and other community residents can act as excellent classroom resources by discussing their occupations with students.

A variety of activities on all levels should be employed to widen students' awareness and knowledge of careers and post secondary education. Speakers from various businesses, industries, and professions, particularly in those areas where men, women, and racial or ethnic minorities are under-represented, should be invited to discuss their work with students. Industry-education-labor councils can be particularly helpful in organizing and promoting career awareness programs. Patterns of racial and sexual stereotyping in career counseling must be strongly attacked and eliminated.

Group techniques can be an especially useful tool to reach more students at one time. Groups provide an opportunity to share information and to surface questions and concerns. Students can help each other recognize their strengths and limitations and then move forward with greater confidence toward setting their individual educational and career goals.

Technology such as computerized information systems and career resource centers is an important backup to the counselor's personal attention to students. Computer activities and simulations can help students identify their interests, skills, and aptitudes but this technology should not be used as the only method of career counseling. It must be used in conjunction with personal interaction between counselor and student.

Students should be provided with opportunities to gain work experience before leaving school. Work study, cooperative education, and internships should be integral parts of the career and educational counseling experience, and should be accessible to all, not just students with direct vocational interests. Administrators should lead the way at the local school level to encourage these opportunities for all students.

Many of these activities and directions are evident in guidance and counseling programs across the state. Barnstable Public Schools, Hyannis, begin career awareness in the elementary schools and utilize various community resources. The Paxton Center School focuses on increasing student awareness about abilities and talents by having students prepare research reports on selected careers. Harwich Junior High School uses shadowing experiences and community interships to accomplish this same goal. The Palmer Public Schools have a three stage approach to career exploration. Weeks Junior High School, Newton, exposes students to a variety of job and career options available in community settings, hospitals, and museums. The career education program at Foxborough High School has three components - school, home, and community. The Newton North High School career center is staffed by a full time counselor and situated in the center of the school's activity. At Pittsfield High School, students have a month long internship in an actual work setting. An eleventh grade psychology class at Classical High School, Springfield,

includes several activities that explore possibilities in that field. Several high schools such as Ipswich High School have specialized counseling services to help potential dropouts in school. Finally, Bowen School, Newton, helps students overcome the effects of sex role stereotyping on career choice.

Educational and Career Counseling: Elementary

TITLE: Boy's and Girl's English
LOCATION: Bowen School, Newton, Massachusetts, 02159
CONTACT PERSON: Sophia Fitzhugh, (617) 522-7361

OBJECTIVES:

1. To have students become more aware of their own individuality.

2. To help students overcome the negative effects of sex role stereotyping as they examine career choices.

DESCRIPTION:

Once a week, the sixth grade English teacher devotes class time to examining cultural definitions of social roles and responsibilities. The roles of male, female, son, daughter, consumer, athlete, citizen, and others are discussed with an emphasis on the obligations, benefits, and responsibilities of each role. These discussions focus on the ways in which individuals are treated differently because of their sex and on the portrayal of males and females in literature, films, and on television. A series of worksheets developed by the course teacher is used to present new concepts and stimulate discussion.

Students are actively involved in identifying sexism in school materials and are asked to look for sexist advertising and programming on television. Student observations are the basis for class discussions about career choices.

Every few weeks, professionals discuss their work and personal and career development with the class. Particular effort is made to help students overcome stereotypic sex role attitudes about vocations by inviting individuals whose occupations represent a change in traditional sex role stereotypes. Some past guests have included a pediatric nurse, a police officer, a politician, an attorney, a doctor, a nursery school teacher, a composer, a restaurant owner, a carpenter, and an architect.

SUGGESTIONS FOR IMPLEMENTATION:

1. Obtain a copy of the "Boy's and Girl's English" worksheets.

2. Develop additional activities focusing on concepts addressed by each worksheet.

3. Meet with parents to discuss program objectives.

4. Send a program description to all parents.

5. Identify guest speakers.

6. Identify teachers, parent volunteers, and student teachers to lead and stimulate discussions, and to assist with worksheet exercises and with small group activity.

7. Obtain verbal and written feedback at regular intervals.

MATERIALS AND EQUIPMENT:

"Boy's and Girl's English" worksheets
Available through Sophia Fitzhugh, Bowen School, Newton, Massachusetts, 02159

COST:

Duplication of materials	$20

Educational and Career Counseling: Elementary and Junior High School

TITLE: Harwich Career Education Program
LOCATION: Harwich Junior High School, Harwich, Massachusetts, 02645
CONTACT PERSON: Richard Wainwright, (617) 432-2448

OBJECTIVES:

1. To provide students with career exploration experiences.

2. To provide students with knowledge of how to investigate career opportunities.

DESCRIPTION:

This program is designed for students in grades five through eight to initiate the process of exploring potential careers. Components of this program are: (1) career awareness and self-awareness instruction, (2) the shadow program, (3) community resource and involvement, (4) guest speakers, (5) career oriented newspaper, (6) monthly live student radio broadcasts.

The shadow program is an elective activity for all eighth graders which provides participants with first-hand career experience. The shadow coordinator arranges for the student to spend from several hours to a full day with a person working in, or with experience in, the student's tentative career choice. Whenever possible the student actually participates in the work.

Prior to the shadowing, students are carefully prepared for their experience. Through individual counseling sessions with the shadow coordinator, small group sessions,and independent research, students take a closer look at their skills, values, interests, and tentative career goals. They research the field where they will be shadowing and the world of work in general. This preparation takes a total of three to four hours. Students use a daily activity period along with completing work at home to meet the pre-shadow requirements.

SUGGESTIONS FOR IMPLEMENTATION:

1. Meet with students in groups of eight or less to focus on decision-making exercises, self-awareness activities, and the relationship of personality types to occupational choices.

2. Provide and assist students with individual work assignments designed to prepare them for their "Shadow Day". The assignments should include research of a particular career in two or more resource books such as the Occupational Outlook Handbook, Science Research Associates' Career Briefs, Vocational Biographies, and others. A variety of materials should be available for students with different reading levels.

3. Have students prepare questions to ask during their "Shadow Day" experience.

4. Obtain written parental permission for each child's participation in the "Shadow Day".

5. Arrange for each student to spend several hours or an entire day with a person in the career field chosen by the student.

6. Arrange for each student's transportation to and from the work site.

7. Have students write thank you notes to their "shadow" hosts, complete report forms about the day, and provide them with opportunities to discuss their experiences.

MATERIALS AND EQUIPMENT:

Texts

Occupational Outlook Handbook
Available through Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402

Career Briefs
Available through Science Research Associates, 155 N. Wacker Drive, Chicago, Illinois, 60606

Vocational Biographies Series
Available through Vocational Biographies, Box 31, Sauk Centre, Minnesota 56378.

Films

Career education films
Available through Counselor Films, Inc.
Philadelphia, Pennsylvania, 19103
and Bell Telephone Company
Room 104A, 185 Franklin Street
Boston, Massachusetts 02110

Film projector and screen

Television

COST:

Materials	$2,000
Salaries for program director and part-time staff*	$21,000

*The responsibilities of the part-time staff include shadow program coordination, guest speaker coordination, school newspaper and monthly radio program coordination, and career education.

Educational and Career Counseling: Junior High School

TITLE: Guidance for Seventh and Eighth Graders
LOCATION: Paxton Center School, Paxton, Massachusetts, 01612
CONTACT PERSON: Charles Gruszka, (617) 798-8576

OBJECTIVES:

1. To help seventh and eighth grade students increase their awareness about their interests, abilities, values, and goals.

2. To assist students in expanding their awareness of career information and resources.

3. To foster student decision-making about career and educational choices.

DESCRIPTION:

All seventh and eighth graders at the Paxton Center School are provided with a structured, weekly guidance experience designed to help them increase their self-awareness so they can make reasonable educational and career choices. Over a two year period, each student receives approximately fifty hours of group guidance.

During the seventh grade, meetings focus on raising students' level of self-awareness. General discussions about careers are a secondary focus at this time. Strategies used by the counselor include values clarification exercises, classroom discussions, informational presentations, and small group activities. In eighth grade, meetings focus more on individual choices. Students learn how to make decisions and investigate specific careers that relate to individual interests. Interest surveys are used to help individuals make choices. All results are shared with parents.

The final activity in the two year cycle is the development of a research report on a specific career of interest to the student. To complete this assignment, students utilize materials from the school's career resource center, interview people currently in the profession, and assess the career's suitability to the student's abilities, goals, values, and interests. Each student keeps a folder of materials accumulated during the program as a guide for future decision-making.

Teachers are encouraged to follow up guidance

lessons with materials about various careers. The counselor helps teachers to develop appropriate materials and to make presentations on careers. The counselor and teachers work cooperatively in planning career days for students.

This guidance course is supplemented by assemblies on high school course selection, evening parent meetings, field trips, and individual counseling.

SUGGESTIONS FOR IMPLEMENTATION:

1. Secure the support and cooperation of teachers and administrators by presenting the model to faculty and administration via staff meetings.

2. Inform parents of the nature and intent of the guidance course through letters mailed home and handouts distributed at PTA meetings.

3. Develop a guidance curriculum tailored to meet student needs by defining objectives, surveying commercially available materials, and selecting relevant materials and/or developing original ones.

4. Develop a career resource section in the school library to house materials used in the guidance course.

5. Arrange for each seventh and eighth grade class to have a full period of guidance each week.

6. Meet with interested classroom teachers to explore possibilities for integrating career education concepts into their curriculum.

7. Conduct a periodic review of the course based on an assessment of student performance in meeting objectives and from comments and observations of students, faculty, and parents.

MATERIALS AND EQUIPMENT:

Career Kits
Available through Careers Incorporated, Largo, Florida, 33540 and through Massachusetts View System, P.O. Box 6, Newton Upper Falls, Massachusetts, 02164

Supplementary career education books, filmstrips, newspapers.
A bibliography of curriculum resources is available through Charles Gruszka, Paxton Center School, Paxton, Massachusetts, 01612 or through the Massachusetts Department of Education, Bureau of Student Services, 31 St. James Avenue, Boston, Massachusetts 02116.

Filmstrip projector and screen

Tape recorder

COSTS:

Career Kits and reference materials	$800
Interest Inventories	100
Supplementary books and filmstrips	600

Educational and Career Counseling: Junior High School

TITLE: Project MORE (More Orientation Regarding Employment)
LOCATION: Palmer Public Schools, Palmer, Massachusetts 01069
CONTACT PERSON: William Nelligan, (413) 283-9813

OBJECTIVES:

1. To develop student interest in career exploration.

2. To provide students with information about careers.

3. To provide students with job-seeking and decision-making skills.

DESCRIPTION:

Project MORE is a program developed and initiated by the superintendent of the Palmer Public Schools. It includes three major components: a career information and guidance center, a cooperative work/study program, and an eighth grade careers exploration program.

The eighth grade program exposes students to eleven fields through a series of mini-courses during the school year: guidance, health, library, science, art, music, wood and metal shop, technical drawing, sewing, and typing. Students have "hands on" experiences in most of these fields, and in all of them, become acquainted with related careers through the use of community resource people, the career information and guidance center, and audiovisual aids. Inservice training helps teachers overcome the negative effects of cultural, ethnic, and racial bias, and sex role stereotyping.

The career information and guidance center staff and materials not only help support the eighth grade careers exploration program but also introduce career education to high school classes. In fact, two Career English classes have been developed as part of this effort, and all seniors learn the purpose of a resume, and how to write one. A career-of-the-week program at the high school and career days at the elementary schools introduce students to many careers through the use of community resource people.

A very important part of the career information and guidance center's activities is the group guidance and individual counseling by the occupational guidance counselor in charge of the center. The counselor works closely with teachers and students as well as with other guidance staff at the high school.

The third segment of Project MORE is the cooperative work/study program. The program is open to all students and presently about twenty percent of the students enrolled are going on to further education, twenty percent are special needs students, and the rest are general education students. New students to the program attend a semester class devoted to values clarification and decision-making skills, completion of job applications, job-hunting skills, and mock interviewing. On-the-job training, usually with pay, provides students with the opportunity to learn what it means to be on time, follow directions, and get along with others.

The counseling and support services of the work/study coordinator, who is a guidance counselor with work/study expertise, lends a feeling of security to the participants. The counselor's duties include career and educational planning and testing; human relations; and family, drug, and personal counseling.

SUGGESTIONS FOR IMPLEMENTATION:

A. Eighth Grade Career Exploration

   1. Organize a committee including administration, guidance, and interested staff to develop an overview of the proposed program and fields to be included in the program.

   2. Ask selected staff to develop mini-courses in their fields following the guidelines suggested by the program committee.

   3. Identify community resource people and other resources to support each mini-course.

   4. Set up a schedule of mini-courses for eighth grade students using one period each day throughout the year, rotating groups of students through each of the mini-courses.

B. Cooperative Work/Study Program

1. Have director of guidance, high school administration, and one or two interested staff members develop guidelines for a work/study program.

2. Select an advisory committee from business and industry to review the suggested proposal.

3. Review the potential costs with the superintendent or his designee, and determine the advisability of a presentation to the school committee.

4. Have superintendent or the committee present the proposal to the school committee.

5. Once the proposal is accepted, recruit and select a cooperative work/study coordinator.

6. The cooperative work/study coordinator, with the help of the advisory committee, should seek work sites in the community or region and more fully develop the in-school program.

7. Staff, parents, and students should be provided with an overview of the program by the work/study coordinator and administration.

8. With the help of guidance department and school administration, students should be selected to participate in the first year of the program.

C. Career Information and Guidance Centers

1. Organize a committee composed of the director of guidance or another guidance representative, a teacher, and an administrator, and develop guidelines for a career information and guidance center.

2. Review with the administration and superintendent the feasibility of a proposal to the school committee, including the costs of such a program.

3. Make the proposal to the school committee through the superintendent or members of the committee.

4. If the proposal is approved, recruit and select an occupational guidance counselor to head the center.

5. The occupational guidance counselor and appropriate administration should select a clerk for the center.

6. The career information and guidance center head, with the help of members of the original committee, should select materials and equipment for the center and develop a layout to house equipment and materials.

7. Staff and students should be scheduled through the center during the first year for orientation purposes.

MATERIALS AND EQUIPMENT:

Texts

Career Briefs
Available through Science Research Associates, 155 N. Wacker Dr., Chicago, Illinois, 60606

Popeye comics
Available through King Features, Inc. 235 East 45th Street, New York, N.Y.

Vocational Biographies Series
Available through Vocational Biographies, Box 31, Sauk Centre, Minnesota, 56378

Career Kits

"Career Games"
Available through Science King Associates, 229 East Erie Street, Chicago, Illinois

"Career Opportunity Boxes"
Available through Time Share Corporation, Box 974, Hanover, New Hampshire 03775

A complete annotated bibliography of materials is available through William Nelligan, 24 Converse Street, Palmer, Massachusetts, 01069.

COST:*

Salaries (professional and non-professional staff)	$22,513
Capital Outlay and Equipment (video tape recorder, video camera, cassettes, two nineteen inch televisions, Massachusetts Occupational information System computer terminal**)	$10,675

Travel (conferences, transportation to sites, expenses for work/study coordinator)	$625
Materials and Equipment (texts, filmstrips)	$5,900

*Project MORE was funded by Title IV-C for $41,300 beginning July 1, 1978. Second year funding was approved for 1978-79 for $37,700.

**The Massachusetts Occupational Information System (MOIS) is also known as the New England Occupational Information System (NEOIS). The system provides regional information on occupations, training, and scholarships, as well as an interest inventory.

Educational and Career Counseling: Junior High School

TITLE: Upstart
LOCATION: Weeks Junior High School, Newton, Massachusetts, 02159
CONTACT PERSON: Irene Bickelman, (617) 552-7582

OBJECTIVES:

1. To provide participating students with individualized career exploration programs.
2. To provide students with a spring-board for new interests, opportunities, and directions in and after high school.
3. To help students expand their self-awareness.
4. To help students develop a greater sense of self-worth.

DESCRIPTION:

Upstart is a career exploration program which provides a range of career experiences and counseling services to seventy eighth and ninth grade students in Weeks Junior High School. In the eighth grade, students identify interests, listen to guest speakers discuss their careers and the factors influencing their career choice, and participate in visits to community sites. Ninth grade students are taught job-seeking skills and are given a paid community placement of their choice. Some of the work settings include: the Mayor's Office at Newton City Hall, the Office for Children, the Museum of Science, Harvard Observatory, New England Conservatory, Peter Bent Brigham Hospital, and the Sierra Club.

School personnel, community representatives, and parents work cooperatively to implement the program. A teacher liaison discusses individual student's Upstart experiences with the student's classroom teachers. The school counselor follows the student's progress through eighth and ninth grade to provide ongoing support and assistance. The school psychologist is the student's consultant for any problems on the job and assists the student in gaining a perspective on the problem. The community resource person plans trips, provides speakers and jobs, and maintains communication with the supervisor on the job. Parents provide permission for the student's participation and are kept informed about the child's progress.

Students selected to participate in Upstart vary with respect to academic performance, attitudes towards school, and career aspiration. Two thirds of those selected have a history of behavior problems in school. The remaining third are students who are progressing without difficulty in the school environment as a result of their involvement in Upstart. Many participants have expressed a new desire to attend college.

SUGGESTIONS FOR IMPLEMENTATION:

1. At the end of seventh grade, obtain teachers' recommendations for Upstart candidates.
2. In the fall of the eighth grade, teachers should review recommendations and with the school counselor select students to participate in Upstart.
3. Obtain written parental permission for the selected students' participation.
4. At the first Upstart session, have each student complete an interest survey.
5. Each student should discuss his or her responses with a team composed of the school counselor, psychologist, career guidance specialist, and a teacher.
6. Hold weekly sessions for the students during which a person from a field of expressed interest speaks about his or her work.
7. Arrange for each student to visit four work settings of his or her choice.
8. Have students write an informal evaluation about their visits and what they learned from these experiences.
9. Help each student select a tentative work site.
10. In the fall of the ninth grade, have each student review, with the team, his or her eighth grade evaluations and then make a commitment to a work experience.
11. Prepare students for an interview at their chosen work sites by having them role-play and discuss the interview experience with team members.
12. Provide opportunities for team members to confer with one another about each Upstart student.

MATERIALS AND EQUIPMENT:

"This About Me" Interest Survey
Available through the Massachusetts Department of Education, Bureau of Student Services, 31 St. James Avenue, Boston, Massachusetts, 02116.

COST:

Transportation (use of an automobile, bus, and MBTA tickets)	$314
Payroll ($1.75 an hour for three hours per week for forty-one students placed in non-profit organizations)	$1,500
Lunch money (for students who receive free lunch at school)	$30

TITLE: Career Education
LOCATION: Foxborough High School, Foxborough, Massachusetts, 02035
CONTACT PERSON: Carol Kramberg, (617) 543-4811

OBJECTIVES:

1. To provide students with career awareness and exploration opportunities.

2. To encourage faculty interest and participation in career education.

3. To increase parent and community awareness about career education, and to promote strong parental involvement in students' career decision-making.

4. To develop business and industry support and commitment to career education that will enable the school to provide students with a wide range of career oriented experiences.

DESCRIPTION:

Foxborough's career education program has three components: the school, the home, and the community. Each component includes a variety of different activities and objectives.

The school component includes a Career Information Center (CIC), career curricula, and career guidance services. This component is the most well developed of the Foxborough program and has been in operation for two years. The Career Information Center is the focal point for all career education activities at the high school. The Center provides services for individual students and groups of students. Group guidance activities are based on a four-phase career development process -- self-awareness, career awareness, career exploration, and career/life planning. A team of faculty representatives from the school's academic and support service departments use the Career Information Center for workshops, inservice programs, and curriculum development activities to infuse career education concepts into their subject areas.

The family component was developed in response to expressed parent needs and interests. Activities are planned and conducted to provide parents with more information about career planning for their children. A parent workshop entitled "Career Education Begins at Home" and a brochure have been the first steps in school and home cooperation.

A newly formed Industry Education Council is the focal point of the program's community component. The council assists Foxborough students in developing awareness of the world of work through activities involving staff and students.

SUGGESTIONS FOR IMPLEMENTATION:

1. Identify major areas of school and community support for career education such as the school committee, parents, and system-wide administrators.

2. Review current career oriented programs such as industrial arts exploratory programs and distributive and alternative education programs.

3. Work with administrators, students, and school personnel to draft a long-range plan (three to five years) for career education which reflects the needs and goals of the system.

4. Identify short-term objectives.

5. Plan public relations and communications activities, such as developing brochures and handouts, that maintain visibility and promote an understanding of the program.

6. Document activities and provide monthly progress reports to building and system-wide administrators.

7. Evaluate program activities on their individual merit, their importance to the overall programs, and their adherence to the needs of the students, staff, and parents.

8. Maintain frequent contact with local news media, being sure to inform them of special activities and programs of interest.

9. Meet at regular intervals with representatives from school, community, business, and industry as further programming is planned.

10. Assess, plan, and revise the development and implementation of the program at frequent intervals.

MATERIALS AND EQUIPMENT:

Texts

Chronicle File of Facts
Available through Chronicle Guidance, Moravia, New York, 13118.

Vocational Biographies Series
Available through Vocational Biographies, Box 31, Sauk Centre, Minnesota, 56378.

Career Kits

Occupational Exploration Kit
Available through Science Research Associates, 155 N. Wacker Dr., Chicago, Illinois 60606

Massachusetts Occupational Information System *

Audio visual equipment

COST:

Massachusetts Occupational Information System*	$2,500
Salary (for paraprofessional assistance)	6,500
Reference materials	1,000
Professional materials	100
Vocational Biographies Series	92
Magazines	50
Postage	250

*The Massachusetts Occupational Information System (MOIS) is also known as the New England Occupational Information System (NEOIS). The system provides regional information on occupations, training, and scholarships, as well as an interest inventory.

Educational and Career Counseling: High School

TITLE: Career Guidance Resource Center
LOCATION: Newton North High School, Newton, Massachusetts, 02160
CONTACT PERSON: Myra Trachtenberg, (617) 552-7470

OBJECTIVES:

1. To provide students with a variety of experiences that foster career development.

2. To help students make informed occupational and educational decisions.

3. To assist school personnel in developing a career planning curriculum.

4. To serve as a resource for career development within the school.

DESCRIPTION:

The Newton North High School Career Center is an integral part of the counseling department and offers a host of guidance services to students and faculty. It has a full-time staff of a counselor, teacher-aide, and secretary, with part-time assistance from work/study students, parent volunteers, and when possible, a counseling intern.

Using local community resources, the Center staff organizes career conferences in the school. The Center staff monitors career materials to determine which materials are consistently in demand and concentrates on these career fields in conference planning. An effort is made to invite speakers who will help in reducing ethnic and sex role stereotyping. At each conference information concerning available training facilities, educational requirements, trends in the occupational field, working conditions, and the potential for eventual employment in the community is included. Two recent conferences were "Careers in Public Service: Law Enforcement and Firefighting" and "Career in Science Without Four Years of College."

Center staff collaborate with the local Chamber of Commerce to design and conduct a career orientation program that provides students with a variety of experiences in actual work settings. Students participate in one or two day experiences, where they "shadow" or observe, and sometimes work with, the person they are shadowing.

Career Center staff also assist departments and individual teachers in integrating career components into their disciplines through courses, workshops, and individual consultations. Recently the career counselor worked with a team of counselors and teachers to develop curriculum and workshop materials on career planning. Members of the counseling department now teach the curriculum as a semester-long course. The curriculum includes units of understanding one's self, understanding the world of work, and developing personal career plans. One section, Social Issues Related to Work, addresses the changing roles of women and men and role expectations. This curriculum has also been adapted by learning disability specialists, counselors, and teachers for use in various special needs settings.

To encourage students to explore occupational possibilities and to serve their community, the center staff, with the assistance of students, has published Wide Horizons, a bulletin on volunteer and service opportunities. They also operate a "Jobs for Youth" placement service which assists students in their quest for part-time, full-time, and volunteer opportunities.

SUGGESTIONS FOR IMPLEMENTATION:

1. Gain administrative and staff support for a career center.
2. Gain community support via PTA groups, the local Chamber of Commerce, other business groups, education groups, and concerned citizens.
3. Solicit input from counselors and teachers on materials for the center.
4. Determine which services to offer through the center by surveying students and faculty.
5. Meet with the school library staff to define a working relationship.
6. Select a suitable space that is within an established traffic pattern of the school.
7. Assign adequate staff to operate the career center.
8. Determine the needs of the school population and order appropriate equipment and materials.
9. Promote the career center and its activities through the local media, school newspapers, notices, bulletins, posters, and displays.
10. Evaluate the center at regular intervals to ensure that changing needs are being met.

MATERIALS AND EQUIPMENT:

Texts

Vocational Guidance Manual
Available through National Textbook Company, School Library Division, 8259 Niles Center Road, Skokie, Illinois, 60076.

Reference Books
Available through Franken Watts Publishers, 730 Fifth Avenue, New York, New York 10019

Monographs
Available through Institute for Research, 610 South Federal Street, Chicago, Illinois

Career Briefs
Available through Careers, Incorporated, Box 135, Largo, Florida, 33540; Chronicle Guidance Publishers, Incorporated, Moravia, New York, 13118; and Science Research Associates, 155 N. Wacker Dr., Chicago, Illinois 60606

COST:

Salaries (full-time counselor, aide, and secretary)	$35,000
Materials (reference books, subscriptions, and new career books and pamphlets)	2,000

Educational and Career Counseling: High School

TITLE: Experience School Program
LOCATION: Pittsfield High School, Pittsfield, Massachusetts, 01201
CONTACT PERSON: Edmund Plummer, (413) 499-1234

OBJECTIVES:

1. To offer students day to day work experience that has the potential for leading to future employment.
2. To help students begin to explore career options.
3. To educate the community about the positive value of high school students as employees.

DESCRIPTION:

The Experience School Program* uses community resources to provide students with a month-long internship in the world of work. Ten students participated in the pilot program in the spring of 1978. Their placements included an accounting office, a travel agency, a riding school, a youth crisis and counseling center, a bank, a law office, a hospital laboratory, and a therapy center.

Prior to being placed at these work sites, students were taught job-seeking skills and resume writing. Professionals from the community also came to school to discuss their careers with the students. Based on their interests and skills, students then selected career areas in which to intern.

Because students would be out of the regular school program for an extended period of time, parental and teacher approval for student participation in the program were first obtained. Students then made contractual agreements with teachers to allow them to make up missed class work. While course credit is not given for participation in this program, letters of recommendation to prospective colleges and career sites are available upon student request.

SUGGESTIONS FOR IMPLEMENTATION:

1. Gain administrative, faculty, and community support for the program.
2. Hire (or obtain a CETA position for) an assistant to the program coordinator.
3. Through a general assembly and through small group sessions, disseminate information to students on the purpose and operation of the program.
4. Help interested students obtain permission to participate from their parents and teachers.
5. Meet with participating students three to five times to prepare them for their work experience.
6. Help students determine their areas of strength and interests.
7. Identify several possible career areas based on each student's strengths and interests.
8. Place participating students in work situations.
9. Evaluate the experience with students by having them share their placement experiences and journals.
10. Discuss students' job performance with participating employers.
11. Evaluate the job search, work experience, and counseling to determine if they helped bring students closer to career decisions.

MATERIALS AND EQUIPMENT:

None

COST:

Office supplies	$ 50
Telephone	100
Travel expenses (for trips around the local area to investigate programs)	250

*This program is not in operation at the present time. It is included in this publication, however, because it can be adapted in other school systems.

TITLE: Exploring Careers and Social Services
LOCATION: Classical High School, Springfield, Massachusetts, 01103
CONTACT PERSON: Iris Crawford Danforth (413) 733-2016

OBJECTIVES:

1. To increase students' awareness about careers related to their eleventh grade psychology class.

2. To enable students to explore the community and identify school and social service agency personnel.

DESCRIPTION:

This program encourages students to become active participants in their own learning by providing them with the opportunity to explore, research, and invite school and community resource personnel into their classroom. Guest speakers from psychology-related professions are invited by the students to discuss their specific job backgrounds, responsibilities,and requirements. Prior to each guest speaker's presentation, the classroom teacher provides an overview of the speaker's professional responsibilities. Recent guest speakers have included principals, psychiatrists, psychologists, child care workers, protective service unit workers, and social workers.

Presentations provide students with information about daily activities and necessary educational preparation, and also provide opportunities for students to witness on-the-job techniques. A question and answer period provides a lively forum for discussing other pertinent issues.

SUGGESTIONS FOR IMPLEMENTATION:

1. Conduct classroom discussions and exercises to help students identify occupations or career areas of interest to them.

2. Divide the class into groups of six. The task for each group is to identify two agencies or individuals to make presentations.

3. Have students explore education and social services in the community for potential guest speakers. Examples of resources include the Chamber of Commerce Directory, the Junior League Social Service Agency Directory, and the Yellow Pages.

4. Have each group of students draft a letter of invitation to two potential guest speakers.

5. Have each group follow up on the letters with phone calls.

6. The day following each presentation pass out a mimeograph sheet summarizing the presentation, and have students discuss their observations and insights about the previous day.

MATERIALS AND EQUIPMENT:

School stationery

Postage

COST:

Postage stamps	$2

Educational and Career Counseling: High School

TITLE: Project OPEN
LOCATION: Ipswich High School, Ipswich, Massachusetts, 01938
CONTACT PERSON: Robert Pederson, (617) 356-0192

OBJECTIVES:

1. To encourage students who have dropped out of school, or who are considering dropping out, to complete high school.
2. To provide students with an alternative way to earn high school credits, achieve personal goals, and increase motivation.
3. To help students develop personal and interpersonal skills to improve self-image and enhance their employment opportunities.
4. To orient students to jobs and develop career awareness.

DESCRIPTION:

Project OPEN is an alternative program designed to encourage potential dropout students to remain in school. Through the use of group process techniques, career and consumer-oriented activities, and a creative approach to basic skill development, students are helped in making goal-centered decisions, and raising their career aspirations. Students are expected to take all the standard academic courses included in the regular high school program, and are given individualized tutorials in each academic subject area. In addition, students may contract to take courses tailored to their individual needs and interests, such as small engine repair and operating a fix-it shop. Group and individual counseling are provided on a regular basis. Class meetings are held at the end of each week and are used as a time for staff and students to together review the week and share ideas and positive and negative experiences.

Through a contractual arrangement between parent, student, and school, twenty-five high school sophomores and juniors can be accommodated in this program in one year. After this time, they are required to return to the regular high school program to complete their graduation requirements.

SUGGESTIONS FOR IMPLEMENTATION:

1. Form an advisory board comprised of administrators, department heads, and community representatives.
2. Select at least three instructional staff and solicit additional volunteer staff.
3. Locate a suitable facility either adjacent to or nearby the high school.
4. Develop a schedule of courses including tutorials, electives, field trips, work experiences, and academic offerings to meet program objectives.
5. Publicize the program to promote understanding of, and interest in, its goals and objectives.
6. Identify students to be served by the program.
7. Meet with each student to develop his or her schedule.
8. Hold group and individual counseling sessions and classroom meetings at regular intervals to provide academic and personal support and to obtain feedback on the on-going program.
9. If necessary, modify the program based on evaluative data.

MATERIALS AND EQUIPMENT:

Texts

Yodon, James. Energy and Transportation. Englewood Cliffs, New Jersey: Prentice Hall.

Yodon, James. Small Engines. Englewood Cliffs, New Jersey: Prentice Hall.

Yodon, James. Modular Exploration of Technology Series, Englewood Cliffs, New Jersey: Prentice Hall.

Inner Change
Available through Human Development Training Institute, La Mesa, California, 92041

Teacher-developed curriculum materials

Slide projector

Tape recorder

Film strip projector and screen

COST:*

Building rental and equipment	$15,000
Educational supplies (textbooks, films, and audio visual equipment)	8,000
Salaries (three full-time staff members, one secretary, and one small engine repair instructor)	50,000
Capital outlay equipment for small engine repair equipment and classroom furniture	13,000

*This program is funded through a three-year Title IV-C grant that covers the salaries of three full-time staff members. The first year's grant totaled $81,000 with a ten per cent decrease in the second and third year of funding. The school district will support the entire project after the fourth year.

CONSULTATION

Through consultation, counselors should provide assistance to those who have primary responsibility for students -- such as parents, teachers, and administrators. Counselors should offer information, guidance, and training to help these individuals better discharge their responsibilities. Counselors, however, should not assume these responsibilities but help others to recognize or upgrade their own skills, resources, and authority. Moreover, the counselor should provide important assistance to school staff by coordinating and integrating the efforts of others in addressing the educational needs of young people.

Consultation includes both assisting with student problems and providing information and resources to teachers and administrators. These services have wide implications for the curriculum and instructional objectives of the school. A Stoneham program trains school personnel in classroom management skills to maximize their work with students. At Dover-Sherborn High School, counselors train students to help each other with personal and social problems. Lexington's Human Development program works directly with small groups of elementary students and their teachers to foster personal development. Counselors in Harwich Elementary and Intermediate Schools provide training to parents in child management techniques. Project Potential, Attleboro focuses on career and personal development for junior and senior high school students. Similarly, the Career Research Partnership Workshop, Wellesley provides an intensive one-week career exploration program for both teachers and students. These programs are typical of a variety of ways counselors can and do provide consultation to teachers, students, and parents.

Consultation: Elementary Through High School

TITLE: Training Program in Improving Children's Behavior
LOCATION: Stoneham Public Schools, Stoneham, Massachusetts, 02180
CONTACT PERSON: Robert Heller, (617) 438-5585

OBJECTIVES:

1. To train school personnel in effective classroom management skills.

2. To foster creative problem solving skills and to permit more effective use of teacher time.

3. To effectively use support personnel's time in working with teachers and with students who have problems.

4. To foster a climate within the school which facilitates academic and social growth.

DESCRIPTION:

Improving Children's Behavior is a training program for kindergarten through twelfth grade teachers, administrators, counselors, school psychologists, and special education staff on effective classroom management. This program consists of six one and a half hour meetings, and services ten to twenty participants at a time. It is offered twice a year after school on a voluntary basis.

Training includes learning how to identify and monitor social and academic behaviors, helping students to self-monitor, contracting with students, and applying principles of learning and reinforcement. Topics include working with hyperactive, withdrawn, learning disabled, and unmotivated youngsters. The program is sequential in nature and organized to allow skills to build upon one another. Participants complete rating sheets at the end of the course and participate in on-going monitoring by maintaining a journal of behavior and performance of their students. They can receive follow-up consultation if desired.

Sessions use films, slides, tapes, handouts, graphs, case studies, and role-playing to assist participants in absorbing materials. Individual projects involving single students or an entire classroom are completed during the course. These projects help participants develop, test, and refine their newly acquired skills. One such project developed by a teacher participant was designed to allow students with reading problems to earn points for both behavior and performance. Students were then able to exchange points for no homework, free time, or special activities in the classroom.

This training program has been in operation for three years. The Stoneham Public School System offers inservice credit for participants.

SUGGESTIONS FOR IMPLEMENTATION:

1. Develop a schedule of meeting times and reserve a meeting room.

2. Send out announcements and individual notices about the workshop to school personnel.

3. Help workshop participants devise individual projects which will be used as monitoring devices for participants' progress during the training program.

4. Use staff that have completed the course and have used the procedures as consultants.

5. Design follow-up questionnaires to be used as a long-range evaluation device.

MATERIALS AND EQUIPMENT:

Texts

DeRisi, William J. and Butz, George. Writing Behavorial Contracts: A Case Simulation Practice Manual. Champaign, Illinois: Research Press, 1975.

Patterson, Gerald R. and Gillian, M. Elizabeth. Living with Children. Champaign, Illinois: Research Press, 1968.

Audio visual equipment

Curriculum

"Training Program in Improving Children's Behavior" handouts, case studies and worksheets

COST:

Texts (each participant)	$10

Consultation: Elementary and Junior High School

TITLE: Parent Training Course
LOCATION: Harwich Elementary and Intermediate Schools, Harwich, Massachusetts, 02645
CONTACT PEOPLE: Mitch Relin, (617) 432-0944
Marvin Stout, Jr., (617) 432-2420

OBJECTIVES:

1. To teach parents child management techniques.

2. To improve communication between parents and their children.

DESCRIPTION:

The Parent Training course offered by the counselors at the Harwich Elementary and Intermediate Schools presents specific child management techniques. The course lasts ten weeks with weekly meetings running from 7:00 to 10:00 p.m. At each session, a different skill or topic is presented, discussed, and practiced by participants. Parents are then expected to apply the skill to a home-based project where they identify and keep track of their children's behavior patterns.

The course focuses on learning to relax, employing positive reinforcement, identifying problem behavior, using communication skills to resolve these behavior problems, conducting family meetings, contracting, and establishing rules which emphasize positive rather than negative outcomes.

Unique features of the parenting course include a "spouse component" to inform the non-participating parent of program material and to elicit support in carrying out techniques in the home. Participants also have the option of earning back fees paid at the outset of the program by completing various course requirements which result in a proportional refund. This system provides incentives to parents to try out techniques.

SUGGESTIONS FOR IMPLEMENTATION:

1. Recruit parents by sending home notes announcing the group with each elementary and intermediate school child, advertising the group in local newspapers, and by sending special invitations to parents who the teachers feel may benefit from the program.

2. Select parent co-leaders who have participated in and/or co-led parent groups.

3. Secure a large well-lit room with comfortable chairs and round tables.

4. If necessary, provide a baby sitting service for program participants.

5. Hold weekly sessions for a group of approximately twenty people.

6. During each session, provide sufficient time for participants to ask questions and practice techniques.

7. Provide for program evaluation by conducting follow-up surveys after each session and several months after the course has been completed.

MATERIALS AND EQUIPMENT:

Texts
Paterson, Gerald. Families. Champaign, Illinois: Research Press, 1975.

Film
Who Did What to Whom
Available through Research Press, P.O. Box 317730, Champaign, Illinois, 61820.

Curriculum
"Parent Training Course" worksheets.
Available through Mitch Relin, Harwich Elementary School, Harwich, Massachusetts, 02645.

COST:

Text (per copy)	$3.60
Film rental	50.00
Duplication of materials	50.00

Consultation: Junior and Senior High School

TITLE: Project Potential
LOCATION: Attleboro High School, Attleboro, Massachusetts, 02703
CONTACT PERSON: Barbara Churchill, (617) 226-0089

OBJECTIVES:

1. To develop a personalized education program for grades six through twelve in which students relate the arts, sciences, humanities, and technologies to the world of work.

2. To help students acquire the skills necessary to make sound personal, social, and career decisions based on their short and long term goals.

3. To develop a corps of teacher-advisors who will work with small groups of students to help them understand the relationship between their educational experiences and their future roles as adults.

DESCRIPTION:

Project Potential is a model program funded by a three year Title IV-C grant. It is designed to personalize education in grades six to twelve using a corps of teacher-advisors trained in career development and inter-personal communication skills.

The first and major thrust of Project Potential is the development of a corps of teacher-advisors in each secondary school who will promote the philosophy, goals, and strategies of the project. Trained through staff workshops, these individuals are committed to working with small groups of students to help them become aware of their potential and to encourage their self-actualization.

Second, workshops in career development are open to all school staff and administrators on a voluntary basis. Led by teacher-advisor teams who have been trained in career development concepts and strategies, the workshops help participants infuse career awareness, decision-making, goal setting, self-awareness, and values clarification into the classroom curriculum. A career resource center and the services of the career specialist are available to staff as they design career-related programs.

Third, teams of guidance personnel develop and implement small group guidance curricula designed to provide more personalized and in-depth services for students. Counselors also provide training and support to the teacher-advisors who work with their counselees.

Finally, mini-grants are available to teachers who would like to design programs which involve students in the community. For example, one science teacher designed a class research project on insect control which involved his class and members of the local Audubon Society.

SUGGESTIONS FOR IMPLEMENTATION:

1. Secure support and a commitment to the philosophy of the project from the school committee and school administration.

2. Appoint a director to initiate and coordinate the four components of the project and provide information to the community on the goals and activities of the project.

3. Involve staff and community members in planning the program. Project offerings should be presented as ways to become even more effective rather than as a way to become effective.

4. Hire consultants for staff training who are highly skilled and knowledgeable in integrating personal growth strategies into content areas.

5. Establish or utilize an existing inservice training component to encourage participation in skill development.

6. Provide compensation for workshop participants such as inservice credit, remuneration for time, salary increments.

7. Establish a professional library and student career resource center.

8. Establish monitoring devices to assess classroom implementation by participants and student outcomes (for example through pre-and post-tests of students, visits to classes by the project director, and log sheets for teachers to record project related activities).

MATERIALS AND EQUIPMENT:

Texts

Harmen; Kirschenbaum, Howard; and Simon, Sidney. Clarifying Values Through Subject Matter. Minneapolis, Minnesota: Winston Press, Inc.

Simon, Sidney; Howe, Leland; and Kirschenbaum, Howard. Values Clarification. New York, New York: Hart Pub. Co. 1972.

Wheelis, Allen. How People Change. New York, New York: Harper and Rowe. 1973.

Canfield, Jack and Wells, Harold C. One Hundred Ways to Enhance Self Concept in the Classroom. Englewood Cliffs, New Jersey: Prentice Hall. 1976.

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else
Available through Pennant Educational Material, 8265 Commercial Street, La Mesa, California, 92041

Filmstrips

"Careers and Lifestyles"
"Adolescent Experience"
"Relationships and Values"
All available through Guidance Associates 755 Third Avenue, New York, New York 10017

Curriculum Models

Gelatt, H.B; Veraenhorst, Barbara; and Carey Richard. Deciding
Available through College Entrance Examination Board, New York, New York. 1972.

Gelatt, H.B; Veraenhorst, Barbara; and Carey Richard. Decisions and Outcomes
Available through College Entrance Examination Board, New York, New York

Hooker and Fleming, Me and Job
Available through Educational Design Incorporated, 47 West Thirteenth Street, New York, New York 10011

Hooker and Fleming, Me and Others
Available through Educational Design Incorporated, 47 West Thirteenth Street, New York, New York 10011

Career Education Activities for Subject Area Teachers
Available through Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138

COST:*

Salaries (project director and secretary)	$17,000
Consultation fees	4,000
Workshop texts (per participant)	10

Additional costs include compensation for personnel workshop time.

*Note: Project Potential is funded by a three year Title IV-C grant. First year funding covered one hundred per cent of the cost, second year covers ninety per cent of the cost, and the third year will be covered for seventy per cent of the cost.

Consultation: High School

TITLE: Career Research Partnership Workshop
LOCATION: Wellesley Senior High School, Wellesley, Massachusetts, 02181
CONTACT PERSON: Patricia Leonard, (617) 235-7250

OBJECTIVES:

1. To help teachers and students investigate career information related to academic subjects.

2. To train teachers to relate curriculum content to the world of work.

3. To help students become more aware of their interests and career aspirations.

DESCRIPTION:

The Career Research Partnership Workshop is a one week career exploration program offered during the summer by the career counselor at Wellesley Senior High School. Fifteen staff members representing a cross section of academic disciplines, and twenty-one senior high school students are involved in teacher-student partnerships that investigate various careers.

The program is comprised of two phases: group interaction sessions and field work at a variety of job sites. During the group sessions, participants are given practical experience in developing sample job applications, building interviewing skills, reviewing audio visual and career education materials, and reviewing schools and colleges for further training opportunities. Participants also complete evaluations, daily logs, personal journals, and community questionnaire forms.

The field work consists of students and teachers observing or "shadowing" employees and speaking with them about their jobs.

Through their participation in these activities, students and teachers develop closer relationships and an awareness of the attitudes and skills necessary to succeed in the world of work.

SUGGESTIONS FOR IMPLEMENTATION:

1. Meet with teachers and students to explain the program and to develop a roster of possible field placements appropriate to student and teacher interests.

2. Identify, contact, and visit potential job sites.

3. Hold classroom sessions on interviewing skills, career preparation, and job hunting techniques.

4. Pair up students and teachers and have each partnership team visit a job site.

5. Arrange for the entire group to meet together to share team experiences.

6. Have all participants evaluate each job site experience.

MATERIALS AND EQUIPMENT:

Print materials from career cluster areas

Comprehensive vocational tests

Filmstrips on job hunting techniques and interviewing skills

Materials reviewing college and school programs for further training

COST:

Transportation	$ 50
Accident insurance policy on each participating student	$120
Stipend received by each student for their five day participation in the program*	$ 60
Stipend received by each teacher for their five day participation in the program	$185

*NOTE: Student stipends were funded by a Career in Depth grant from the Massachusetts Department of Education.

Consultation: High School

TITLE: Peer Counseling
LOCATION: Dover-Sherborn High School, Dover, Massachusetts, 02030
CONTACT PEOPLE: Florence Cranshaw, (617) 785-1730
Tom Hughart, (617) 785-1065

OBJECTIVES:

1. To help students develop positive relationships with peers and adults.

2. To give students the opportunity to help each other.

3. To expand students' responsibility and awareness.

DESCRIPTION:

Dover-Sherborn High School believes that guidance and counseling services should be the shared responsibility of a variety of school and community individuals and groups. The peer counseling program allows students to help other students work out personal problems. Trained student counselors help their peers deal with issues such as loneliness, pill or alcohol use, alcoholic parents, and sexual involvement. Counselors act as consultants, trainers, and supervisors. Counseling sessions are coordinated and scheduled by the school guidance counselor to accommodate both student counselors and counselees. Problems such as depression and suicide are referred to adult counselors.

Students interested in becoming peer counselors may sign up for a training course. Eligibility is determined by recommendations from school personnel, passing academic standing, a willingness to grow and learn, and an interview by the program's co-directors and seasoned peer counselors. This training program is offered as a regular part of the high school curriculum. Classes meet twice a week, and students are trained by guidance counselors in observing, listening, responding (to reflect both affect and content), and decision-making.

Information about the program is disseminated through course outline descriptions and word-of-mouth. Also, counselees are encouraged by teachers, the school librarian, counselors, and other teachers to seek peer assistance. Plans are in progress for pre- and post-testing for evaluation purposes.

SUGGESTIONS FOR IMPLEMENTATION:

1. Build in-school support by presenting the program to teachers at faculty meetings.

2. Build central administration support by sending program descriptions to administrators and discussing the program with the school committee. Include an outline of lesson plans for the peer counselor training course.

3. Use various means--newsletters, community newspapers, presentations to the Parent-Teacher-Student Association--to inform the community about the program.

4. Select co-leaders with training in group leadership to run the peer counselor training course.

5. Schedule the peer counselor training course into the regular school day.

6. Advertise the course to the entire student body. Recruit both boys and girls to be peer counselors.

7. With seasoned peer counselors, interview interested students to determine their eligibility for the training course, and make a final selection.

8. Offer the training course, adapting the curriculum to meet particular needs as they arise.

9. After students have been trained, keep copies of their schedules to facilitate scheduling counseling sessions.

10. Before referring a student to a peer counselor, obtain the approval of both the student and the student's parents.

11. Provide on-going supervision to peer counselors.

12. Evaluate peer counselors through pre- and post-tests.

MATERIALS AND EQUIPMENT:

Filmstrip
"Peer Facilitators: Youth Helping Youth."
Available through Educational Media
Corporation, P.O. Box 21311, Minneapolis,
Minnesota

Video tape machine and projector

Tape recorder

Film projector and screen

COST:

Film rental $35

APPRAISAL

Appraisal is perhaps the most sensitive of the five functions of guidance and counseling. Simply stated, appraisal is a realistic examination of the student's abilities, interests and potential, conducted in a positive and supportive environment which conveys to the student a realistic and positive self-image. Any objective tests used--interest, achievement, or aptitude--should diagnose areas of strength as well as areas of deficiency or weakness.

Counselors should be responsible for the selection and administration of appraisal instruments or tests. Counselors should screen tests for bias and should assure appropriate usage of tests and test data. Furthermore, counselors should provide parents and students with an accurate explanation of the purpose and significance of the test prior to its administration. The counselor should also be responsible for the sensitive communication of test results to parents, students, and any teachers or administrators with authorized access to school records. "Sensitive communication" means placing tests and test results in a proper context.

Decisions about careers or college selection should be based on a variety of information and factors, not just a given test result. Information about a student's performance in school, personal goals, extracurricular activities, and employment is equally important.

Appraisals may provide administrators and teachers with valuable information about instructional or curriculum practices in the school. Counselors should organize and report any information which suggests the need for modifications in the instructional program.

The Quincy Public Schools has a Test Resource Center staffed with a coordinator who maintains an extensive bank of tests and assists counselors in selecting the appropriate measurement or testing instrument. Wilmington High School has a group guidance program for all freshmen. Sessions serve to introduce the high school to the students and provide the students with the opportunity to examine their own aspirations, goals, interests and abilities. The Ninth Grade Exploratory Program at Assabet Valley Regional Vocational School, Marlborough combines test results with extensive career exploration experiences prior to the selection of a specific vocational area.

Appraisal: Elementary Through High School

TITLE: Test Program of the Quincy Public Schools
LOCATION: Quincy Public Schools, Support Service Center, 100 Brooks Avenue, Quincy, Massachusetts 02169
CONTACT PERSON: Louise Forsyth, (617) 786-8792

OBJECTIVES:

1. To provide school personnel with devices to aid in the evaluation of students' needs.

2. To provide instruments for the evaluation of a subject area, a school, or a school system.

3. To provide an educational program that will assist students, teachers, counselors, administrators, parents, and the community-at-large in making appropriate use of test data.

4. To provide staff with a wide range of testing instruments as well as a coordinated approach to testing.

DESCRIPTION:

In the Quincy Public Schools, tests are one piece of data used in helping students make decisions and are looked at in the context of all the information known about the student. The testing program endeavors to ensure the wise use of this information in addressing student needs. The program includes appraisal of student achievement, aptitude, and interest. City-wide testing occurs in grades four, six, eight, and ten. In addition, each school has a budget to purchase test materials at the request of staff members.

The overall administration of the testing program is the job of the coordinator of testing. The coordinator maintains the Test Resource Center which contains an extensive collection of specimen tests that a counselor or teacher could use, a "bank" of test items, and a tests and measurements resource library. The coordinator works with staff to help them select the measurement device which is the most appropriate for their needs.

One function of the testing coordinator is to provide an educational program about the values of testing. An important aspect of this educational program is training individuals in how to use and interpret tests in a sex-fair and culture-fair manner. For students, there are programs in test awareness and skill building in test taking. After a test, group sessions are held for high school and junior high school students to discuss test results in a general way. Individual counseling is available for any student who wishes to go into the results in greater detail. Staff has the opportunity to participate in an inservice thirty hour course on testing which is taught by the testing coordinator and carries three inservice credits. They are also able to use the services of the coordinator to gain insights into tests and test results and how to help their students better understand testing.

For the community-at-large, information on the testing program is made available through radio broadcasts, newspapers, newsletters, and speaking engagements by the coordinator. In addition, community members can attend an annual "mini-course" on tests and measurements which is offered for school committee members, parents, and the school system's management staff.

A testing committee comprised of administrative staff and chaired by the assistant superintendent for instruction monitors the program to determine its strengths and weaknesses, suggest changes, and screen tests to be used.

SUGGESTIONS FOR IMPLEMENTATION:

1. Appoint a coordinator of testing who will build and carry out the testing program.

2. Establish a testing committee to monitor the testing program. Include representatives from pupil personnel services, elementary education, secondary education, curriculum and instruction, personnel, academic education, staff and management development, and the coordinator.

3. Provide a suitable location to house the Test Resource Center and the office of the coordinator.

4. Provide a wide range of educational opportunities to insure that testing is understood by those affected by it, including inservice courses for school staff, programs for students on test-taking skills, and assistance in helping staff select suitable test instruments.

5. Disseminate information concerning tests through newsletters, newspapers, radio, public appear-

ances before community groups, and through educational programs.

6. Continually review the operation of the testing program to determine ways to better serve student needs.

MATERIALS AND EQUIPMENT:

Space to house the Test Resource Center and the office of the coordinator of testing

Overhead projector and transparencies

Up-to-date editions of achievement, aptitude, and interest tests

Filing and display equipment for the Testing Resource Center

COST:

Materials and supplies (per year) $30,000

Appraisal: High School

TITLE: Grade Nine Group Guidance Program
LOCATION: Wilmington High School, Wilmington, Massachusetts 01887
CONTACT PERSON: George Eisenberg, (617) 658-4463

OBJECTIVES:

1. To help students gain insight into their abilities and achievements.

2. To provide students with an introduction to the high school and to the expectations of parents, teachers, and other students.

3. To provide students with information about post-high school training.

4. To provide students with an opportunity to meet their counselors early in the school year.

DESCRIPTION:

Wilmington High School has developed a group guidance program for freshmen in which all incoming ninth graders are assigned one guidance session per week. These sessions are conducted by the high school counselors for groups of fifteen students. The first few sessions deal with questions, issues, and information about the high school, such as why get a diploma, how to study, differences between high school and junior high school, the functions of the guidance department, and an introduction to "key" people at the school. Much of this material is covered in general discussions using the student handbook, school curriculum guide, and various staff members from within the building.

As the students begin to ask questions and express themselves more freely within their respective groups, the discussions begin to focus more on personal abilities, aspirations, and previous achievements. Aptitude and achievement tests are discussed in general terms to provide students with an overview of the purpose and limitations of these instruments. Students then go over their individual cumulative folders to enable them to understand the significance of their test scores and other student record information, and begin to draw forth an accurate assessment of their strengths and weaknesses. Discussion then focuses on how the students can most constructively use this data to help themselves. A great deal of time is also spent discussing student-parent, student-teacher, and student-

student relationships. Part of this discussion deals with the expectations of each group toward the other and toward the school. Throughout the year role playing activities and films are used to implement the program and facilitate discussions. The program ends with students completing a self evaluation of how well they handled the current year and a preview of the next year.

SUGGESTIONS FOR IMPLEMENTATION:

1. With the assistance of ninth graders, identify information which freshmen should know.

2. Guidance counselors should achieve a consensus on new issues to address in group sessions.

3. Schedule each student for weekly group guidance sessions with his or her own counselor if possible.

4. The counseling staff should meet on a weekly basis to discuss the progress of the groups.

5. Obtain feedback from students to insure that students' needs are being met.

MATERIALS AND EQUIPMENT:

School publications

Students' culumative folders

Filmstrips
"Goofy Goes to Work"
Available through Walt Disney Education Media Company, 500 South Buena Vista Street, Burbank, California 95210

COST:

Filmstrips $126

Appraisal: High School

TITLE: Ninth Grade Exploratory Program
LOCATION: Assabet Valley Regional Vocational School, Marlborough, Massachusetts 01752
CONTACT PERSON: Thomas King, (617) 485-9430

OBJECTIVES:

1. To help students understand their academic and vocational strengths and identify and correct their academic weaknesses.

2. To strengthen students' awareness of their interests and abilities.

3. To demonstrate to students the relationship between academic and vocational success.

DESCRIPTION:

The Assabet Valley Regional Vocational School utilizes an extensive appraisal system to help its students find a vocational area that is the most appropriate for their interests and abilities.

Each year four hundred ninth graders are accepted into the school from eighteen different junior high schools. Three male and three female counselors interview all applicants and review students' records including grades; attendance; test scores; and comments from parents, teachers, counselors, and administrators. This comprehensive evaluation focuses upon the positive qualities and uniqueness of each applicant.

The major emphasis during the ninth grade is for each student to discover his or her potential future in vocational education and to identify the factors which might be enhanced or eliminated to allow that individual to be successful.

Once students are selected into the school, they are administered math and reading tests early in the school year to obtain additional data to help assess their needs and to help ensure their proper course placement. A broad selection of academic courses permits students to design their own programs to match their abilities, interests, and future goals.

All students are guaranteed the opportunity to explore their first two choices of the nineteen trade areas available at the school. In addition, they

are required to take courses in four other trade areas. While most young men and women seek the occupations traditionally linked with members of their own sex, they are also placed in non-traditional experiences. Unless several youngsters of the same sex are assigned to the same areas, the student who is making a serious effort to explore the non-traditional area will not be successful. Thus, effort is made to ensure that students in non-traditional classes are in those classes with a support group of at least five other students of the same sex.

Late in the school year, after having explored a range of trade areas, all ninth graders are given a career interest survey to enable them to select tenth grade courses. As a result of the extensive exploratory experiences they have had, more than half of all ninth graders change from their initial career choice.

In order to maintain positive communication between home and school, every thirty school days the student and parents are mailed a progress report or a report card. Students and vocational teachers are expected to discuss these reports so that questions can be answered and habits, attitudes, or attendance affecting achievement can be changed. Each counselor is assigned to specific shops and works closely with the staff, meeting with them regularly to discuss individual student's progress. In addition, each student sees his or her counselor at least three times a year to discuss academic or personal concerns.

SUGGESTIONS FOR IMPLEMENTATION:

1. Review student record information on each ninth grade student to get an initial impression of the student's strengths, weaknesses, abilities, and interests.

2. Administer math and reading tests in September to help place students.

3. Establish a system for accepting students into shop areas. Considerations should include student choice, shop and academic grades, and attendance.

4. Provide for scheduling and shop offerings which encourage students to explore non-traditional shop areas.

5. Maintain a communication system that provides both students and parents with regular feedback on the student's progress.

MATERIALS AND EQUIPMENT:

Reading and math tests

Career interest inventories

COST:

Test materials	$800

REFERRAL

Referral should provide students and their families with access to a wide variety of services or resources not normally found in the classroom or school. There are two essential ingredients for an appropriate, effective referral: relevant and timely information about resources and agencies, and familiarity with or knowledge about the specific needs of the student and his or her family. The school district should develop a bank of information or have access to a network of resources and agencies which can help students and their families with problems that can affect the educational opportunities of the student. An impressive array of resources and agencies that provide psychotherapy, family counseling, drug and alcohol treatment, psychological testing, and alternative school settings is available in Massachusetts.

Trust, respect, and understanding among parents, students, and counselors are critical elements in the referral process. Moreover, the purpose of the referral, and the expectations of each party should be clarified prior to the placement.

Referral is an essential part of the counselor's role. However, referral should not be the termination of a relationship with the student and parents. The student and family should understand that further assistance is available should the circumstances or needs change. Furthermore, communication between the referral agency and the counselor should continue to insure that the school is a participant in, or at least informed about,any follow up.

The Brockton Public Schools developed a directory of community resources for all counselors in the system. Inservice meetings with agency and school staff insure close contact with all personnel. Referrals focus on prevention and support services rather than reaction to crises. Any staff member at Wilmington High School may request that a Pupil Study Team meeting be called to discuss a student's academic, social, or emotional problem. The team includes the guidance counselor and the student's teachers. After an initial team meeting the student and his or her parents are invited to attend subsequent meetings. At the Woodrow Wilson Elementary School, Framingham, students with school-related problems are referred from a mini-clinic in the school to an outside agency.

Referral: Elementary Through High School

TITLE: Outside Agency Referral Program
LOCATION: Brockton Public Schools, Brockton, Massachusetts, 02401
CONTACT PERSON: Carl Pitaro, (617) 580-7521

OBJECTIVES:

1. To provide students with access to a wide variety of human resource services not available in the standard school program.

2. To utilize the existing community agency framework to eliminate duplication of services and to better direct clients to the agency most appropriate for their needs.

3. To provide students with preventative as well as reactive services to a variety of academic, family, personal, and social problems.

DESCRIPTION:

The referral process at the Brockton Public Schools begins when a student demonstrates a need that cannot be met through the existing school program. Each counselor has a school-published directory of community resources which lists recreational, social, public health, mental health, rehabilitation, volunteer, hospital, service, and public assistance agencies. The counselor uses this directory to determine the appropriate referral and then discusses the possibility of such a referral with the student and his or her family. Many of these referrals are designed for prevention and support reasons and not solely to react to problem situations.

The student is provided with information about the agency, the telephone number, and the name of a contact person. The counselor meets with the student on a continuous basis after the student's first visit to the referral agency to insure that the referral is proceeding smoothly. The counselor is also responsive to the agency's requests for information about the referred student once the appropriate release forms have been signed. As treatment progresses, the counselor acts as a liaison with agency staff by assisting in developing a treatment program for the students as well as implementing the agency's recommendations in the school.

For the duration of the referral, the counselor facilitates the process by making any necessary arrangements with the agency or agencies involved, coordinating the variety of services involved, and once the student stops treatment at the agency the counselor holds follow-up sessions with the student to ensure that the student's progress continues.

Inservice training and regular meetings between school and agency staff are foundations of the referral program. The inservice program informs counselors about the total resources in the community through presentations given by representatives of community agencies. The school system's psychologists and psychiatrists train counselors to make the most effective use of these agencies through appropriate referral procedures.

Monthly staff meetings are held to discuss individual problems, using a case study approach. Periodic meetings are held between staff and representatives of the social service agencies to maintain strong lines of communication. Agency representatives frequently come to school to do inservice presentations, to consult with school staff, and to provide direct services. For example, the Phaneuf Center for Alcohol and Drug Abuse comes on a weekly basis to consult with teachers and to provide treatment for youngsters. An especially strong contact is maintained with the probation department of the Brockton District Court. A counselor attends weekly juvenile pre-court conferences for youngsters in trouble.

SUGGESTIONS FOR IMPLEMENTATION:

1. Utilize any existing inter-agency framework as a basis for starting a referral program.

2. Obtain administrative approval and support for the referral program.

3. Establish meetings with both the administrative and non-administrative staffs of local social service agencies to explain the aims of the referral program and elicit support from the agencies. Use these meetings to learn specifics about the agencies' functions, services, and procedures.

4. On the basis of these meetings, compile a resource directory for future use in making referrals. Include the names of contact

persons, telephone numbers, addresses, and services provided by the agencies.

5. Establish a referral system that is the most efficient for each school district. Considerations in starting this system should include provisions for parent and student involvement, confidentiality, monitoring and evaluation processes, criteria for referral, and establishing a regular system of communication between the school and the agencies involved.

6. Establish regular meetings with agency personnel to better coordinate services and share observations regarding student progress.

7. Maintain a regular inservice program for school staff.

MATERIALS AND EQUIPMENT:

None

COST:

None

Referral: Elementary

TITLE: Framingham Youth Guidance Outreach Program
LOCATION: Woodrow Wilson Elementary School, Framingham, Massachusetts, 01701
CONTACT PERSON: David Starr, (617) 872-7885

OBJECTIVES:

1. To effectively coordinate referrals from a school-based program to an established mental health clinic program of clients who are having school related problems.

2. To encourage clinic and school social workers to support and complement each others' roles and responsibilities.

DESCRIPTION:

The Framingham Youth Guidance Outreach Program is a mental health outreach program which uses the local elementary school as a base for operation. All services are made available in the school environment to first through fifth grade students and their families who are eligible for Medicaid. One of the clinic workers serves as the administrator of the program.

The Framingham Youth Guidance Outreach Program offers diagnostic evaluations and individual and group treatment as well as family counseling in child rearing, family relationships, home management, and neighborhood living. Clinic social workers provide informal and formal consultation to school personnel about children being treated. An exchange of information occurs, varying from impromptu conversations in the school cafeteria between the worker and one or more school personnel to a more formally organized procedure for case presentations. School social workers make referrals and provide transitional support as clients work with the clinic staff.

This outreach program has been in existence for four years. It has been marked by a high degree of client follow-through, cooperation, and coordination between the school and clinic staffs, and by the active support of the school administration. The school contributes space, resources, and time, and a willingness to accept clinic workers into the school.

SUGGESTIONS FOR IMPLEMENTATION:

1. Approach a local clinic to request a clinic worker and offer space in the school and support from the school staff.

2. Establish roles, philosophy, methods, and communication networks between the school and clinic.

3. Designate a clinic worker to serve as the administrator of the clinic part of the program and a counselor as the coordinator of the school part of the program.

4. Assign mental health professionals to provide direct treatment to students in the school (with parental approval).

5. Enlist the services of volunteers and social work or psychology interns to provide a full range of services.

6. Determine criteria for referrals and a procedure to shift cases from the school workers to the clinic workers.

7. The school social worker should coordinate an initial contact between the clinic social worker and the child and his or her family.

8. Provide a mechanism for formal and informal staff consultation meetings.

MATERIAL AND EQUIPMENT:

A constant office space for a variety of therapy sessions.

COST:

None

Referral: High School

Title: Pupil Study Team
LOCATION: Wilmington High School, Wilmington, Massachusetts, 01887
CONTACT PERSON: George Eisenberg, (617) 658-4463

OBJECTIVES:

1. To utilize a decision-making process that involves all the teachers of a student who is having difficulty in school.

2. To systematically refer students in need of additional services.

3. To provide an alternative to special education services for students who are having difficulty.

DESCRIPTION:

At Wilmington High School, a Pupil Study Team meeting may be requested by any staff member who has difficulty reaching a student with an academic, social, and/or emotional problem. The Pupil Study Team is comprised of the guidance counselor and the teachers who have a particular student. The meeting is held at the end of the school day, three to five days after the initial request and after the student and his or her parents have been informed about it. The team is chaired by the student's guidance counselor, who encourages teachers to share data regarding the student's behavior, academic performance, relationships with others, test scores, and other relevant data, and make suggestions for teaching or program strategies. An oral and written summary of this meeting is shared with the participants and with the student involved. The student and his or her parents are invited to attend subsequent meetings of the team.

If it appears that a student needs psychological services, the system's psychologist will meet with the student, his or her parents, and Pupil Study Team to determine the depth of the problem. The psychologist, the principal, and appropriate building and/or special education personnel review specific case issues - severity of the problem, characteristics of the case, the length of therapy required, and the psychologist's caseload - to determine if a referral should be made to an outside agency. The psychologist and the principal determine the appropriate agency and authorize the referral. The psychologist becomes the liaison between the agency and the public school. In this capacity, the psychologist keeps the student's counselor informed

in order that appropriate supportive or program help can be provided.

Referral and liaison activities are accomplished by letters of agreement, written quarterly reports, feedback from agencies, on-site observations, and agency representation at special education evaluation and annual review meetings. In cases where outside agencies provide counseling services within local school buildings, these agencies provide regular feedback to the appropriate school counselor. The school counselor in turn keeps the principal and psychologist informed as to progress.

SUGGESTIONS FOR IMPLEMENTATION:

1. Establish with staff the need to share problems.

2. Have team of teachers develop a system for sharing problems.

3. Provide inservice training for staff on how to share problems.

4. Establish an advisory committee to formally provide feedback to the system.

MATERIALS AND EQUIPMENT:

None

COST:

None

RECOMMENDATIONS TO SCHOOL DISTRICTS

This section illustrates ways in which schools have implemented the following recommendations stated in the guidance and counseling position paper:

1. School committees and superintendents are encouraged to appoint local guidance and counseling advisory committees -- composed of parents, teachers, students, administrators, and employers -- to assess at least annually and report publicly to the school committee on the five functions of guidance and counseling at both the elementary and secondary school levels.

2. School committees and superintendents are encouraged to appoint community career counseling resource committees to increase the utilization of community resource personnel from business, industry, labor, and agencies for educational and career counseling.

3. Superintendents and principals are encouraged to initiate and/or expand career exploratory programs at the elementary level and work experience/cooperative education programs at the secondary level.

4. Principals and counselors are encouraged to better utilize counselor time and talents by utilizing a wider range of counseling techniques, reviewing counselor assignments to see if greater efficiency can be achieved in using counselor resources, determining if the organization of guidance and counseling services promotes continuity and personalization of services for students and parents, and considering the use of paraprofessionals and clerical personnel for duties not requiring a certified counselor.

The Rockland Public Schools and Doherty High School in Worcester both have Guidance Advisory Councils that are involved in the evaluation and development of guidance and counseling services. B.I.C.E.P., Hyannis is an elementary project designed to assist teachers in integrating career education and career awareness into the classroom. The Happy Hollow Elementary School, Wayland utilizes a wide range of counseling techniques to provide a developmental guidance program to four hundred students. The guidance and counseling program at Belmont High School is built on a team approach which promotes maximum use of counselors' skills and interests and allows for greater concentration on services and programs provided to all students.

Finally, in the Brookline Public Schools guidance and counseling services are delivered through a comprehensive kindergarten through twelfth grade program which utilizes a variety of techniques such as behavioral contracting, small group work, individual counseling, and teaching.

Recommendations to School Districts #4: Elementary Through High School

TITLE: Brookline Pupil Support Services
Department of Guidance
LOCATION: Brookline Public Schools
Brookline, Massachusetts, 02146
CONTACT PERSON: Anne Henderson, (617) 734-1111

OBJECTIVES:

1. To prevent psychological crises through preventive counseling.

2. To provide developmental guidance at predictable academic transitions.

3. To coordinate multi-disciplinary teams of support specialists in special education evaluations.

DESCRIPTION:

The guidance department is one of three components of Brookline's Pupil Support Services. Services are delivered through a comprehensive kindergarten through twelfth grade program which utilizes a variety of techniques such as behavioral contracting, small group work, individual counseling, and teaching. Recognizing that early intervention can diffuse a potential crisis, the guidance department focuses on prevention.

The elementary guidance counselor's primary function is to guide children and their parents through the elementary years by providing information and support on a range of issues. Counselors, therefore, teach career awareness to first and second graders, focusing on decision-making and the identification of interests and aptitudes. In addition, elementary school students are helped to overcome sex role stereotypic attitudes by examining traditional stereotypic views and non-traditional career alternatives. Considerable individual counseling takes place and group counseling is also utilized.

The elementary level guidance counselors also function as Pupil Support Services' on-site administrators for the special education process. In this role, they provide decentralized coordination of evaluations and monitoring of individual educational plans of special needs students.

Counselors at the junior high school level concentrate on helping students deal with the emotional stresses of early adolescence. Semester and year-long groups are offered, along with individual follow-up sessions to help students deal with issues such as interpersonal relationships, jealousy, stealing, sex, drugs, and family break-ups.

At the high school, two courses are offered which provide opportunities for counselors and students to address adolescent issues in a non-threatening manner. Specifically, several counselors teach an elective psychology course which deals with group dynamics, childhood, adolescence, adulthood, developmental cycles, death, and theories of personality. A major goal of the course is to teach students about the choices and responsibilities of parenting by dealing with all stages of development from birth to death. A "Psychology of Women" curriculum, taught by the chairperson of guidance at the high school, is available for juniors and seniors. This course addresses issues related to sex role identification, adolescent female sexuality, and life style choices for females.

In addition to preventive counseling, considerable attention is also paid to transitional periods in a student's life and to crisis situations. Transitional guidance services are typified by counselors' interviews of new students and their parents, interviews of kindergarten level students and their parents, eighth grade orientation courses taught by counselors, and college admission workshops led by high school counselors. Crisis intervention occurs when a counselor intervenes in a volatile situation and facilitates problem solving for the participants. Such intervention may occur between two students in conflict or between large faculty and/or student groups. Group work with students, faculty, and parents addressing adolescent issues is the most prevalent form of crisis intervention.

While specific courses may change from year to year, and the guidance curriculum at Brookline remains fluid, its developmental approach from kindergarten through to high school remains constant.

Recommendation to School Districts #1: Elementary Through High School

TITLE: Guidance Advisory Council
LOCATION: Rockland Public Schools,
Rockland, Massachusetts, 02376
CONTACT PERSON: Joseph Waisgerber, (617) 871-0541

OBJECTIVES:

1. To provide a forum for students, school staff, and the community to be involved in the evaluation and development of system-wide guidance and counseling services.

2. To provide the school committee, superintendent, and community with an assessment of guidance and counseling services.

3. To provide a mechanism for applying the standards of the Massachusetts Board of Education's position paper on guidance and counseling services to current guidance and counseling practices.

DESCRIPTION:

The Guidance Advisory Council was established at the initiative of the Superintendent of Rockland Schools in the summer, 1978. The purpose of the council is to assess and report on the status of guidance and counseling services in the system.

The council met five times during the 1978-79 school year. At the initial council meeting, a chairperson was elected, goals were established, organizational matters were discussed, and copies of the Massachusetts Board of Education's position paper on guidance and counseling were distributed. Additional meetings were used to discuss in detail how each of the five major functions of guidance and counseling services outlined in the position paper are implemented in the Rockland School System.

The final product of this year's council was an assessment report which was submitted to the superintendent, school committee, and general public. In addition, plans for next year's council are being discussed.

SUGGESTIONS FOR IMPLEMENTATION:

1. Obtain superintendent support and school committee approval for a guidance advisory council.

2. Establish representation on the council. Members should include teachers from elementary, junior high, and high schools; a school committee member; a school administrator; parents; students; a counselor; and a guidance director.

3. Recruit members for the council. Utilize existing parent and student organizations as possible sources for volunteers. Publicize the opportunity through notices, newspapers, and announcements.

4. Establish the first meeting at a convenient location and time. Business at a first meeting should include the election of a chairperson, appointment of a secretary, establishment of goals and future meetings, and distribution of the Massachusetts Board of Education's position paper on guidance and counseling services.

5. Hold regular meetings to discuss the five major functions of guidance and counseling services. The guidance department should supply information and materials on current practices.

6. Submit a final council report to the school committee, superintendent, and general public.

7. The council should determine future goals for next year's council.

MATERIALS AND EQUIPMENT:

Copies of the Massachusetts Board of Education's position paper on guidance and counseling services.

Materials explaining current system-wide guidance and counseling practices.

COST:

None

Recommendation to School Districts #3: Elementary School

TITLE: B.I.C.E.P. (Barnstable Instruction Career Education Program)
LOCATION: Barnstable School System
Hyannis, Massachusetts, 02601
CONTACT PERSON: Patricia Duffy, (617) 771-1721

OBJECTIVES:

1. To develop techniques to integrate career education and career awareness into the elementary school classroom.

2. To help elementary school students understand work, family, personal, and social life situations.

3. To provide elementary school students with experiences and training in decision-making.

4. To help elementary school students develop a positive self-image.

5. To utilize community resources to enhance the student's knowledge of careers.

DESCRIPTION:

The Barnstable Instructional Career Education Program (Project B.I.C.E.P.) is an elementary school career awareness project funded by Title IV-C. Through curriculum development, staff development, information dissemination, and program evaluation, Project B.I.C.E.P. is developing models of curriculum and inservice training which can be utilized in other school systems.

To date, the B.I.C.E.P. Project Director, with the assistance of classroom teachers working as curriculum writers and field testers, and in conjunction with the Barnstable Director of Elementary Curriculum and Instruction, has developed a draft of B.I.C.E.P.'s curriculum model. The document is a collection of instructional activities focusing on self-awareness, interpersonal skills, attitudes toward work, decision-making, problem-solving, occupational information, and economic awareness. Each of the activities is cross-referenced by grade level and by subject area. Subject areas include language arts, social studies, mathematics, science, fine arts, and health and physical education. The B.I.C.E.P. curriculum model encourages community involvement and utilizes resource people such as parents, the labor and business community, and retired citizens.

Staff development for Project B.I.C.E.P. is an ongoing series of activities and events in which teachers have the opportunity to explore career education concepts, materials, and techniques.

Information relating to Project B.I.C.E.P. is disseminated through (1) media devices such as newsletters, brochures, and manuals, (2) resources of the community, (3) the Barnstable Career Education Resource Center, and (4) the B.I.C.E.P. Community Advisory Council composed of school staff, parents, administrators, and community participants which meets on a monthly basis.

Program evaluation is accomplished through pre- and post-test instruments and interviews designed to measure the perception of students and teachers in their knowledge, attitudes, and behaviors toward career awareness. In addition, the effectiveness of the Career Education Resource Center is measured in terms of types of servcies rendered, number of services rendered, and the overall efficiency of the operation.

SUGGESTIONS FOR IMPLEMENTATION:

1. Design a project proposal that is in agreement with the school district in both philosophy and procedures for implementation.

2. Develop project goals, objectives, and methods for achieving goals.

3. Develop a cadre of personnel to implement the goals and objectives.

4. Provide inservice training to staff on career education concepts, techniques, and materials.

5. Provide opportunities for instructional materials to be developed which fall within the existing school priorities.

6. Gather resources from existing career education programs on the state and national level to research alternative ways of implementing a career awareness program.

7. Design methods to implement and evaluate instructional materials and inservice activities.

8. Develop methods for disseminating information to teachers, students, parents, administrators, and community members.

9. Establish a project advisory council to act as a liaison between the school and community.

10. Develop an evaluation process to assess the effectiveness of the program goals and objectives.

11. Plan for revision of materials and services, based on evaluative data.

MATERIALS AND EQUIPMENT:

Curriculum

B.I.C.E.P. curriculum materials including:

- Curriculum guides
- Professional readings
- Guidance and counseling guides and programs
- Evaluation reports and resources
- Staff development and inservice resources
- Special groups - parents, community-resources
- Resource file of community volunteers
- Microfiche collection of programs and materials
- Multimedia resources

A catalog of resources, the B.I.C.E.P. curriculum, and B.I.C.E.P. inservice resources model are available through Patricia Duffy, Barnstable School System, Hyannis, Massachusetts.

Camera
Slide projector and screen

COST*:

Print material	$500
Non-print material	400
Printing and duplication of materials	1,500
Consultant services	8,000

*Note: B.I.C.E.P. is funded through Title IV-C for one hundred percent of its first year cost and ninety percent of its second year cost. It will be funded for eighty percent, or if validated, ninety percent of its third year cost.

Recommendation to School Districts #4: Elementary School

TITLE: Comprehensive Guidance Program
LOCATION: Happy Hollow Elementary School
Wayland, Massachusetts, 01778
CONTACT PERSON: Maria Duggan, (617) 358-7177

OBJECTIVES:

1. To help students:
   (a) realize their educational and personal potential,
   (b) develop the capacity for making responsible decisions,
   (c) gain self-awareness and self-esteem.

2. To make counseling a shared responsibility within the school community.

DESCRIPTION:

For six years, a developmental guidance program has been offered to four hundred students at the Happy Hollow School. The counselor serves as a catalyst, working cooperatively with and coordinating the efforts of administrators, teachers, parents, graduate school interns, high school and sixth grade students, and community resource people to provide a comprehensive guidance program. The counselor develops the master schedule of guidance activities; provides training and supervision for the paraprofessional staff; consults with the principal, special needs staff, and teachers; communicates with parents; and engages in the evaluation of activities. In addition, the counselor co-leads several student and parent groups and provides individual counseling to many students. Youngsters are often referred by the counsleor to community agencies if outside help is indicated.

Others participate in the delivery of guidance services in a number of ways. Specifically, school staff co-lead groups with the counselor. For example, the principal has run a confidence building club, in which he worked with girls and boys on model building. Sixth grade teachers work with the counselor on a "special friends" program, where upper grade students are matched with lower grade students for the purpose of academic assistance and discussing concerns. Classroom teachers use many human development and career awareness curricula, such as "Developing Understanding of Self and Others", "Magic Circle", values clarification, and Massachusetts Educational Television programs to work with total classes and small groups.

High school students take a seminar entitled "Experiences in Teaching" for credit. This provides them with teaching, counseling, and parenting skills. They are placed in elementary classrooms to work as teachers' helpers and to provide peer counseling to students who could benefit from a teenage role model.

Parents co-lead activity groups. These groups are designed to help students develop interpersonal skills and self-confidence. In one group, parents help to make doll house furniture. Parents also participate in daytime student and parent groups and evening parent groups led by the counselor. They provide assistance with the planning of these groups.

Guests from the community attend a career day at school and come into the classrooms throughout the year to discuss their careers and the factors that influence their career choice. Students receive exposure to non-stereotyped vocations through contact with adults whose occupations represent a change in traditional sex role stereotypes. After the presentations, students are given the opportunity to discuss the experience.

Finally, graduate students work in conjunction with the counselor. They co-lead parent and student groups with other staff members and assist the counselor in implementing other aspects of the guidance program.

SUGGESTIONS FOR IMPLEMENTATION:

1. At the start of the school year plan and develop a guidance program in relation to the needs of pupils.

2. Meet with staff, paraprofessionals, and volunteers to help them to identify their skills and strengths.

3. Make guidance materials and assistance available to teachers.

4. Schedule students individually or in groups for personal counseling.

5. Offer a seminar for sixth grade students on responsibilities and approaches to working with younger students.

6. Meet with high school students to plan their classroom assignments.

7. Meet weekly with staff and parent volunteers to plan, assist with, and evaluate programs.

8. Provide weekly supervision to paraprofessionals and volunteers.

9. Evaluate aspects of the guidance program on an ongoing basis with students, teachers, and administrative resource people.

MATERIALS AND ACTIVITIES:

Curriculum Models

Magic Circle, Human Development Program
Available through Human Development Training Institute, P.O. Box 1505, La Mesa, California, 92041

Developing Understanding of Self and Others
Available through American Guidance Service, Incorporated, Publishers Building, Circle Pines, Minnesota, 55104

Play therapy materials

Slide projector and screen

Film projector

Tape recorder

Television

COST:

Magic Circle activity guide and teacher's manual	$18
Developing Understanding of Self and Others kit and storybooks	90
Play therapy materials	100
Professional development	50

Recommendation to School Districts #4: High Schoo

TITLE: Belmont High School Guidance Department
LOCATION: Belmont, Massachusetts, 02178
CONTACT PERSON: Donald Weintraub, (617) 484-4700
Bill Brogna, (617) 489-2691

OBJECTIVES:

1. To provide more personal counseling to students.

2. To maximize use of counselors' skills and interests.

3. To encourage group guidance and counseling.

4. To provide more opportunities for parental contacts.

5. To develop more effective guidance programs within the classroom.

DESCRIPTION:

The guidance and counseling program at Belmont High School is built on a team approach which allows for greater concentration on those services and programs vital to all students.

Six counselors are equally divided into two teams, A and B. Team A works with freshmen and sophomores while team B focuses on juniors and seniors. Students change counselors after grade ten and the counseling load is divided alphabetically so that each counselor on team A feeds directly to a counselor on team B. If a student has established a particularly strong relationship with his or her counselor in the first two years, then as a junior the student will have a new official counselor but may maintain contact with the team A counselor.

By concentrating on specific grade levels, the teams can focus on issues and activities of interest for their group as well as devote additional time to developing more effective programs via classroom activities. For example, guidance counselors team-teach with sophomore English teachers on career awareness.

Team activities are coordinated by the the head counselor. Inservice training is available to counselors and teachers on career transition skills, child abuse, group processes, and innovative group techniques. In addition, counselors also receive training from community agencies.

The team approach also facilitates more effective lines of communication between counselors and teachers. Since teachers are generally involved with either juniors and seniors or with freshmen and sophomores, counselors and teachers now work with the same student populations. Thus, counselors have fewer teachers to collaborate with and can therefore devote more time to each individual teacher.

This new organizational structure has increased parent involvement in the form of a parent advisory board, a volunteer parents group, and specific activities aimed at parents.

In general, the division of counselor commitments and responsibilities to specific grade groups allows for more specialization which maximizes services to students, staff and parents by utilizing the counselor's professional training and expertise.

Each team has specific areas of responsibility. Team A works with grades nine and ten and is responsible for the freshman orientation program; ongoing counseling groups on issues such as decision-making, school adjustment, and values clarification; the sophomore career awareness program; individual counseling; parents' nights on orientation to high school guidance services for freshmen; parents' nights on future planning, career awareness, and school adjustment for sophomores; the Career Resource Center operation; career exploration field trips for sophomores; a career planning course; and publicity for freshman and sophomore guidance events.

Team B works with grades eleven and twelve and is responsible for senior group guidance workshops on career planning, financial aid, testing, interviewing skills; ongoing issues workshops; individual counseling; junior group guidance workshops on self-assessment and future planning; parents' nights on financial aid, and college board testing; junior and senior parents' nights; field trips to visit colleges and potential sources for employment; and a junior and senior planning course.

SUGGESTIONS FOR IMPLEMENTATION:

1. Develop a needs assessment on guidance and counseling services to determine strengths and weaknesses of the program.
2. Disseminate the needs assessment to parents, students, and staff.
3. Create an advisory group and subcommittees comprised of parents and counselors to explore those areas indicated by the needs assessment to be problems.
4. The advisory group and subcommittees should more clearly define and delineate problems and submit their analysis to the guidance director and school administration.
5. Alternative organizational structures which will resolve the problems should be explored.
6. Contact other school systems in Massachusetts and neighboring states to get information on suggested alternative organizational structure.
7. Share recommended structure with guidance staff and solicit their support.
8. Share recommended structure with school committee and solicit their approval.
9. Distribute a notice to parents and teachers explaining the new structure and the rationale for adopting it.
10. Evaluate new structure after a two year trial period.

MATERIALS:

No materials directly related to the new structure.

COST:

No costs directly related to the new structure.

- Recommendation to School Districts #1: High School

TITLE: Guidance Advisory Council
LOCATION: Doherty Memorial High School
Worcester, Massachusetts, 01602
CONTACT PERSON: Robert McGinn, (617) 791-8796

OBJECTIVES:

1. To evaluate and make recommendations about the services of the guidance department.

2. To increase community awareness about guidance services.

DESCRIPTION:

The Guidance Advisory Council was formed three years ago at Doherty Memorial High School to study and make recommendations about the services of the guidance department. The council, which is comprised of three teachers, twelve parents, three students, one administrator, one school committee representative, and the head counselor, meets during the school day for an hour and a half every three weeks. Chaired by a member elected by the group, the council focuses on topics solicited by its members and by other interested students, staff, and parents. As a result of council involvement last year, a new school profile was designed, the quantity and quality of guidance services for sophomores were improved, and the need for clearer and stronger lines of communication between school staff and the school administration was identified.

While primarily a forum for the study of guidance department effectiveness, the council also serves as an advocate for guidance and counseling services to the school administration and is a source of committed individuals for volunteer school projects.

Through participation on the council, members gain a better understanding of the guidance department. Conversely, the guidance staff has become more aware of, and more responsive to, the needs of students and parents.

SUGGESTIONS FOR IMPLEMENTATION:

1. Send a letter to parents asking for their participation on the advisory council. Include the rationale for the council; time commitment; contact person; and the date, time, and location of an initial meeting.

2. Recruit, or have the student body elect, three or four students who are free to attend the meetings during the school day and who would be willing to actively participate in the group.

3. At the first council meeting, help the group establish goals, set a time for future meetings, and elect a chairperson.

4. Share the notes of the council meetings with other guidance staff members and school administrators who did not attend the meeting.

5. Establish a vehicle for communicating council decisions to the school administrators.

MATERIALS AND EQUIPMENT:

None

COSTS:

Postage	$1^
Duplication of Materials	1^

Appendix

This appendix categorizes all programs listed in this handbook by the five guidance and counseling functions discussed in the Massachusetts Board of Education's position paper on guidance and counseling services: (1) personal counseling, (2) educational and career counseling, (3) consultation, (4) appraisal, and (5) referral. Since many programs provide services which fall under more than one of the functions, some are listed more than once, with the primary function indicated by an asterisk. The appendix provides a capsule description of the program, the grade level it serves ("E" for elementary school, "J" for junior high school, and "H" for high school), and where to find it in the handbook.

PERSONAL COUNSELING

Name of Program	School	Level	Overview	Page
B.I.C.E.P.	Barnstable High School Hyannis	E	A career curriculum stressing problem-solving and decision-making skills is available to all students.	54
Bilingual Course*	Harrington Elementary School, Cambridge	E	Portuguese bilingual students are helped to adjust to a new country, culture, and school.	5
CASPAR Alcohol Education Program*	Somerville	E-J-H	Alcohol education is offered in the classroom. High school students are trained to provide alcohol information to peers.	4
Comprehensive Guidance Program	Happy Hollow Elementary School, Wayland	E	Counseling services are aimed at improving students' self-image, decision-making skills, and interpersonal relations.	56
Contemporary Life Awareness Series*	Nashoba Regional High School, Bolton	H	Informational programs focus on social and mental health issues.	11
Framingham Youth Guidance Outreach Program	Woodrow Wilson Elementary School, Framingham	E	Outreach counseling services are available for elementary school students.	47
Grade Nine Group Guidance Program	Wilmington High School Wilmington	H	Students increase their awareness of their abilities, interests, and personal values.	41
Group Counseling for Children with Split Families*	McCarthy-Towne Elementary School, Acton	E	Children from split families meet weekly for group counseling.	6
Growing and Changing*	Newton Elementary Schools, Newton	E	Sex education and information to improve decision-making skills and to expand self-awareness are incorporated into the classroom curriculum.	7
Guidance for 7th and 8th Graders	Paxton Center School, Paxton	J	Students increase their awareness of their interests, aptitudes, and personal values.	17
Helping the New Child in School*	Wildwood Elementary School, Amherst	E	Students entering a new school are helped to adjust to a new environment.	8
Human Development Program*	Estabrook Elementary School, Lexington	E	Personal counseling sessions are aimed at school adjustment.	9
Open	Ipswich High School, Ipswich	H	A personalized education program is offered to potential dropout students.	28

*Personal counseling is the program's primary function.

Personal Counseling (continued)

Name of Program	School	Level	Overview	Page
Outward Bound*	Bowman Elementary School, Lexington	E	Group cooperation and individual self-confidence is fostered through this outdoor program.	10
Peer Counseling	Dover-Sherborn High School, Dover	H	Students are trained to counsel other students.	37
Project Potential	Attleboro High School, Attleboro	J-H	Students are helped to adapt to personal, social, and career changes.	34
The Self-Image Program*	Dutile Elementary School, N. Billerica	E	Fifth graders serve as role models to younger students.	10
Upstart	Weeks Junior High School, Newton	J	Career experiences and personal counseling services are provided to eighth and ninth graders.	21

*Personal counseling is the program's primary function.

EDUCATIONAL AND CAREER COUNSELING

Name of Program	School	Level	Overview	Page
B.I.C.E.P.*	Barnstable High School, Hyannis	E	Students identify personal skills and are provided with career information and "hands-on" career experiences.	54
Boys and Girls English*	Bowen Elementary School, Newton	E	Career exploration program is offered which helps students overcome sex role stereotyped attitudes.	15
Career Education*	Foxborough High School, Foxborough	H	School, home, and community components are incorporated into a career education program.	23
Career Guidance Resource Center*	Newton North High School, Newton	H	Students are provided with a wide variety of career development experiences.	24
Career Research Partnership Workshop	Wellesley Senior High School, Wellesley	H	"Shadowing" experiences and self-awareness workshops help students make career choices.	36
Comprehensive Guidance Program	Happy Hollow Elementary School, Wayland	E	Community resource people are utilized to promote career awareness.	56
Experience School Program*	Pittsfield High School, Pittsfield	H	Career internship projects offer "hands-on" experiences for students.	26
Exploring Careers and Social Services*	Classical High School, Springfield	H	Guest speakers from psychology-related agencies supply information on educational and career opportunities.	27
Guidance for seventh and eighth graders*	Paxton Center School, Paxton	J	All students are involved in weekly guidance sessions aimed at career development.	17
Harwich Career Education*	Harwich Junior High School, Harwich	J	This career education program involves community resources and includes "shadowing" experiences.	16
Ninth Grade Exploratory Program	Assabet Valley Regional Vocational School, Marlborough	H	Students identify personal skills and values and begin to establish their individual goals.	42
Project OPEN*	Ipswich High School, Ipswich	H	Potential dropouts are encouraged to complete high school through an alternative program.	28
Project MORE*	Palmer Public Schools, Palmer	J	Career education is provided through a program initiated by the superintendent of schools.	19
Project Potential	Attleboro High School, Attleboro	J-H	Decision-making and self-awareness are developed in students to help them with educational and career goals.	34
Upstart*	Weeks Junior High School, Newton	J	Eigth and ninth graders experience career exploration.	21

* Educational and career counseling is the program's primary function.

CONSULTATION

Name of Program	School	Level	Overview	Page
Career Research Partnership Workshop*	Wellesley Senior High School, Wellesley	H	Teachers are assisted in relating careers to their disciplines through "shadowing" and workshop experiences.	36
CASPAR Alcohol Education Program	Somerville	E-J-H	Teachers are trained to develop and implement alcohol curriculum and students are trained as peer leaders.	4
Contemporary Life Awareness Series	Nashoba Regional High School, Bolton	H	Based on counseling sessions with students, counselors provide consultation to faculty members.	11
Human Development Program	Estabrook Elementary School, Lexington	E	Consultation is provided to parents and school staff during and upon completion of personal counseling sessions.	9
Parent Training Course*	Harwich Elementary and Intermediate Schools, Harwich	E-J	Parents are assisted with child management and communication skills.	33
Peer Counseling*	Dover-Sherborn High School, Dover	H	Counselors train students to counsel other students with personal problems.	37
Project Potential*	Attleboro High School, Attleboro	J-H	Staff members integrate career awareness into their class curriculum and teach decision-making, values clarification and goal setting skills to students.	34
Teacher Training Program in Improving Children's Behavior*	Stoneham Public Schools, Stoneham	E-J-H	A training program is offered to school personnel to improve students' behavior.	32
Upstart	Weeks Junior High School, Newton	J	Career exploration experiences use school personnel and community individuals to assist students.	21

* Consultation is the program's primary function.

APPRAISAL

Name of Program	School	Level	Overview	Page
Grade Nine Group Guidance Program*	Wilmington High School, Wilmington	H	Students are helped through group guidance sessions to gain insight into their abilities and achievements.	41
Guidance Advisory Council	Doherty Memorial High School, Worcester	H	A broad-based advisory council studies and makes recommendations to the guidance department.	59
Guidance Advisory Council	Rockland Public Schools, Rockland	E-J-H	A broad-based advisory council provides the school committee, superintendent, and community with an assessment of guidance and counseling services.	53
Ninth Grade Exploratory Program*	Assabet Valley Regional Vocational School, Marlborough	H	Students are helped to examine their academic and vocational abilities in relation to future goals.	42
Test Program of the Quincy Public Schools*	Quincy Public Schools, Support Service Center, Quincy	E-J-H	Students are provided with appropriate and unbiased testing materials from a test resource center.	40

* Appraisal is the program's primary function.

REFERRAL

Name of Program	School	Level	Overview	Page
CASPAR Alcohol Education Program	Somerville	E-J-H	Students with alcohol-related problems are referred to appropriate agencies.	4
Comprehensive Guidance Program	Happy Hollow Elementary School, Wayland	E	Out-of-school agencies are utilized in dealing with student problems.	56
Contemporary Life Awareness Series	Nashoba Regional High School, Bolton	H	Based on counseling sessions with students, counselors make referrals to appropriate agencies.	11
Exploring Careers and Social Services	Classical High School, Springfield	H	This classroom project provides students with access to a wide variety of information sources.	27
Framingham Youth Guidance Outreach Program*	Woodrow Wilson Elementary School, Framingham	E	Referrals are made from a mini-clinic in the school to the Framingham Youth Guidance Center.	47
Outside Agency Referral Program*	Brockton Public Schools, Brockton	E-J-H	A wide variety of community agencies are utilized in dealing with student problems.	46
Project Potential	Attleboro High School, Attleboro	J-H	Students interact with members of the community in on-site experiences.	34
Pupil Study Team*	Wilmington High School, Wilmington	H	Based on input from a pupil study team, a school psychologist, special education staff member, or the director of special education, students are referred to appropriate agencies	48
Upstart	Weeks Junior High School, Newton	J	Community resources are utilized in a career exploration program.	21

* Referral is the program's primary function.

RECOMMENDATIONS TO SCHOOL DISTRICTS

Name of Program	School	Level	Overview	Page
Belmont High School Guidance Department	Belmont High School, Belmont	H	Counselors specialize to better serve the needs of students, parents, and other faculty.	57
B.I.C.E.P.	Barnstable School System, Hyannis	E	An elementary school career awareness project develops models of curriculum and inservice training.	54
Brookline Pupil Support Services, Department of Guidance	Brookline Public Schools, Brookline	E-J-H	Guidance and counseling services are organized to promote continuity and personalization of services for students.	52
Comprehensive Guidance Program	Happy Hollow Elementary School, Wayland	E	The school counselor utilizes a wide range of counseling techniques.	56
Guidance Advisory Council	Doherty High School, Worcester	H	A Guidance Advisory Council is involved in the evaluation and development of high school guidance and counseling services.	59
Guidance Advisory Council	Rockland Public Schools, Rockland	E-J-H	A Guidance Advisory Council is involved in the evaluation and development of system-wide guidance and counseling services.	53